spartana

first day special edition 2017

Welcome Back, Spartans!

New Spartan Honor Code:

I will act with honesty, kindness, and integrity in all situations.
I will submit my own original work that represents my best effort.
I will not provide my original work to others to copy or submit as their own.

upcoming events

Sept. 4: Labor Day (No School)
Sept. 12: ELearning Day
Sept. 19: Homestead v Snider at Lucus Oil Stadium

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Editorial Policy

The Spartana is a monthly production of Student Publications: Newspaper at Homestead High School. Its purpose is to enlighten, educate and entertain. The Spartana has, and may continue to, operate a limited open forum for the free exchange of ideas.

Staff members support the First Amendment in its entirety and oppose censorship in any form. The content of the paper is determined by the student staff. In cases of potentially controversial material, the Editorial Board will meet to decide the content of the newspaper. The staff will be assisted by the adviser in areas of professional ethics and legalities.

Material that is libelous or obscene as defined by Fort Wayne Newspapers or could cause a substantial and material disruption of the school day as defined by the Supreme Court will not be printed. Southwest Allen County School corporation encourages vigorous treatment of a wide range of subject matter, including controversial issues, and student journalists are free to report and to editorialize on events, ideas and issues in their high school, community, nation and world according to Policy Number 4150.

Public input will be accepted from the Homestead community in the form of letters to the editor. Letters must follow standards concerning libel or obscenity. Those that could cause a substantial and material disruption to the school day will not be printed. Letters can be emailed to The Spartana at thespartana@gmail.com.

BACK TO SCHOOL

B I N G O

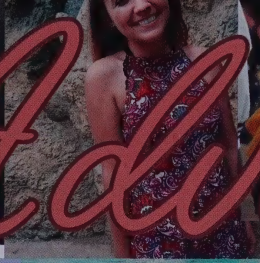
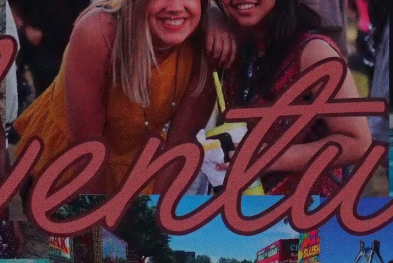
you were late to at least one class	your teacher mispronounced your name	you said nothing in class except "here"	your mom took a picture of you	you accidentally slept in late
you're already scared after the syllabus	you tripped	you didn't know anyone in your lunch	you woke up this morning earlier than you've woken up all summer	you were told to bring tissues tomorrow
you got homework in four or more classes	you brought coffee	you wanted the school day to end ASAP	you got lost	you didn't know anyone in two or more classes
you didn't have the right supplies	someone you know glowed up	you made a new friend	Dr. Price scared you	you dropped a class or tried to change your schedule
you rode the bus	someone was wearing the same shirt as you	your laptop stopped working	you didn't finish your summer reading	your phone went off in class

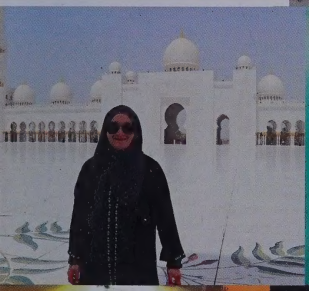
FIll out this Bingo board based on your experience of the first day of school. If you get five in a row, bring this to the Publications room (Room 622) for a prize!

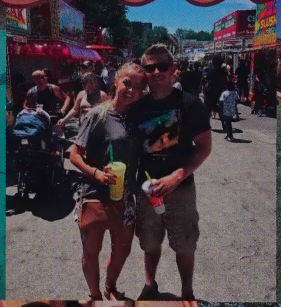
DESIGNED BY MICHAL SPANJER AND ARIKA AKIN

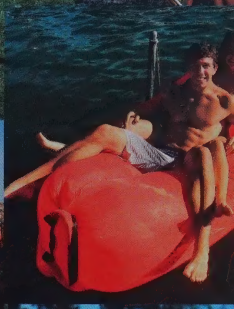
Summer
Huddle Happy.
TELEPHONE
WELCOME TO Fabulous LAS VEGAS NEVADA

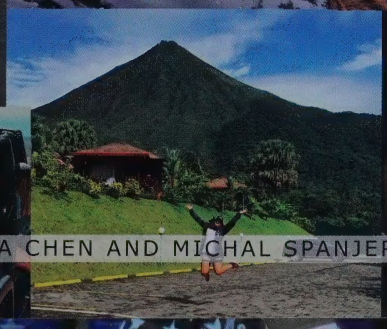
Adventures

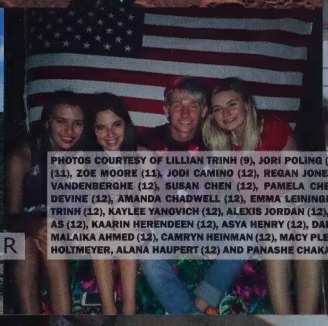
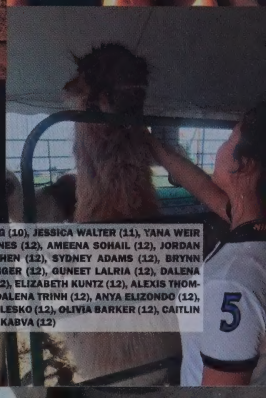











DESIGNED BY LISA CHEN AND MICHAL SPANJER

PHOTOS COURTESY OF LILLIAN TRINH (9), JORI POLING (10), JESSICA WALTER (11), YANA WEIR (11), ZOE MOORE (11), JODI CAMINO (12), REGAN JONES (12), AMEENA SOHAIL (12), JORDAN VANDENBERGHE (12), SUSAN CHEN (12), PAMELA CHEN (12), SYDNEY ADAMS (12), BRYNN DEVINE (12), AMANDA CHADWELL (12), EMMA LEININGER (12), GUNEET LALRIA (12), DALENA TRINH (12), KAYLEE YANOVICH (12), ALEXIS JORDAN (12), ELIZABETH KUNTZ (12), ALEXIS THOMAS (12), KAARIN HERENDEEN (12), ASYA HENRY (12), DALENA TRINH (12), ANYA ELIZONDO (12), MALAIKA AHMED (12), CAMRYN HEINMAN (12), MACY PLESKO (12), OLIVIA BARKER (12), CAITLIN HOLTMEYER, ALANA HAUPERT (12) AND PANASHE CHAKABVA (12)

ADVICE

for your first day of high school

"I'm afraid I am not prepared for all the homework I'm going to get."

Getting used to more homework, and tough classes that challenge you, is definitely difficult at first. To avoid getting overly stressed, don't procrastinate, drop a class and take a study hall if you need to, and always prioritize your sleep.
-Michal Spanjer (12)

"I am worried about not having any friends in class."

Don't hesitate to expand your social group! There will be many people, and sometimes that can be daunting, but keep an open mind. Be kind and friendly to the people you meet and you will find friends from many different walks of life.
-Lauren Berta (11)

"I'm worried about moving from the block schedule to the seven period schedule."

The most important thing to remember is to do your homework everynight; you don't have two days anymore! On the other hand, it becomes easier to concentate when you're only in class for 45 minutes.
-Hannah Parks (12)

"I am worried about getting to classes (that are far away from one another)."

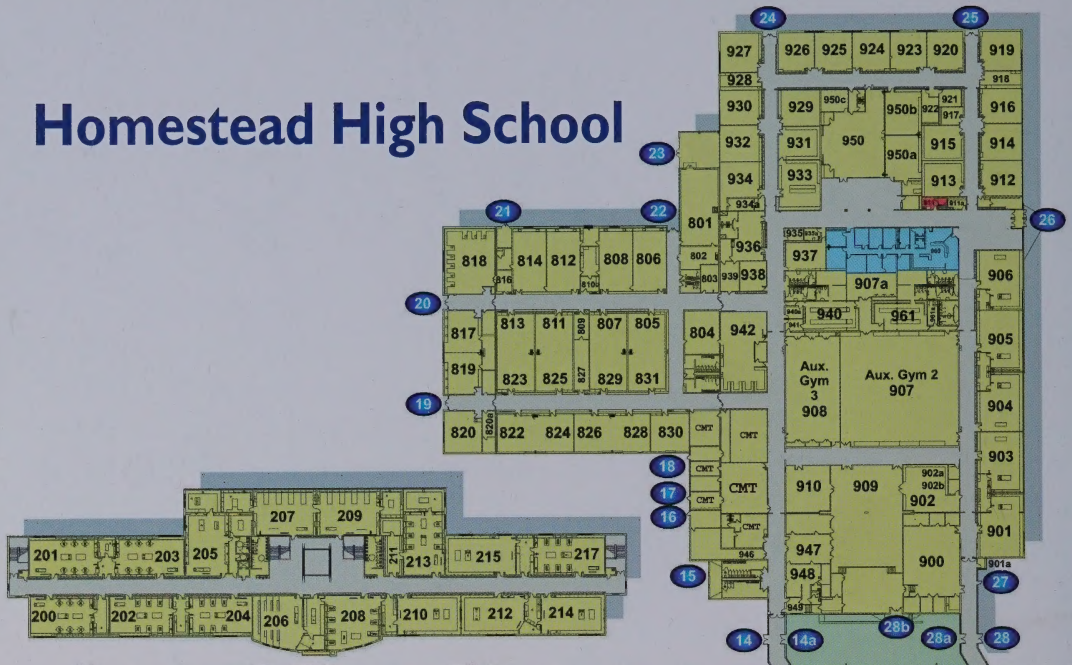
Walk fast and plan to socialize and take bathroom breaks between classes that are closer together, and don't be afraid to ask for directions if you need to! Teachers and (most) students are happy to help you find your way around. Check the back of Spartana for a map to help you locate your classes.
-Michal Spanjer (12)

*All quotes from anonymous freshmen.

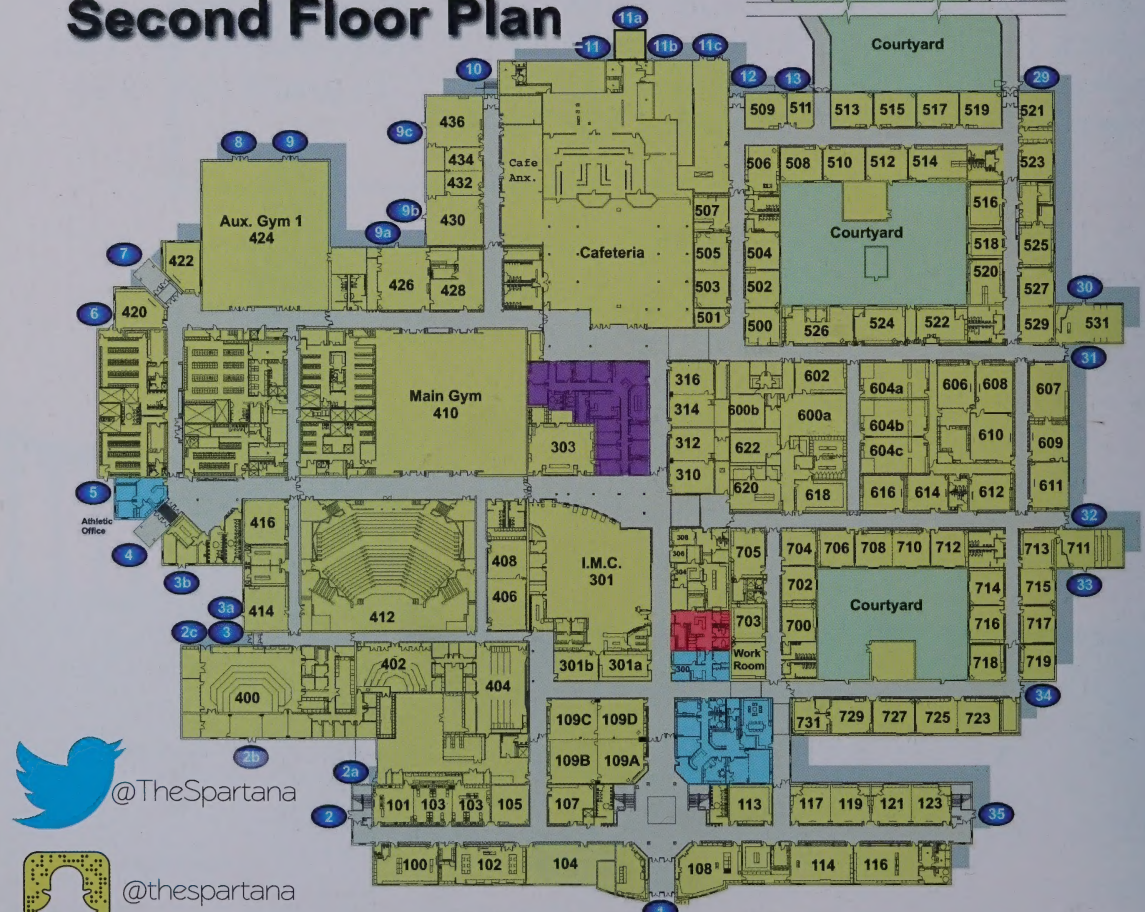
schedules

First Day	Advisory	Regular
Advisory 7:45 - 8:05	1st period 7:45 - 8:24	1st period 7:45 - 8:30
1st period 8:11- 8:52	2nd period 8:30 - 9:09	2nd period 8:36 - 9:21
2nd period 8:58- 9:39	Advisory 9:15 - 9:45	3rd period 9:27 - 10:14
3rd period 9:45- 10:26	3rd period 9:51 - 10:33	4th period 10:20 - 11:05
4th period 10:32- 11:12	4th period 10:39 - 11:18	5th period 11:11 - 12:52
5th period 11:18- 12:59	5th period 11:24 - 1:05	A Lunch 11:05
A Lunch 11:12	A Lunch 11:18	B Lunch 11:32
B Lunch 11:39	B Lunch 11:45	C Lunch 11:59
C Lunch 12:06	C Lunch 12:12	D Lunch 12:26
D Lunch 12:33	D Lunch 12:39	6th period 12:58 - 1:43
6th period 1:05 -1:47	6th period 1:11 - 1:50	7th period 1:49 - 2:35
7th period 1:53 -2:35	7th period 1:56 - 2:35	

Homestead High School



Second Floor Plan



@TheSpartana

@thespartana

First Floor Plan

september 2017

spartana

Apple Crisp Stuffed Apples

Ingredients:

5 Honeycrisp or Granny Smith Apples
3 tbsp. Granulated Sugar
1 tsp. Cornstarch
1 tsp. Vanilla Extract
1 tsp. Ground Cinnamon
1/4 tsp. Ground Nutmeg
1/8 tsp. Sea Salt

For the Streusel:

1/3 cup Old-Fashioned Oats
3 tbsp. Cold Unsalted Butter
3/4 tsp. Ground Cinnamon
1/4 cup All-Purpose Flour
1/4 tsp. Baking Powder
1/4 cup Brown Sugar
1/8 tsp. Sea Salt

Directions:

1. Preheat oven to 375 Degrees and line an edged baking sheet with parchment paper or foil.
2. Cut off the tops of four apples and core them with a knife. Use a spoon to scoop out the apple insides to create a bowl. Cut remaining apple into 1/2 inch chunks.
3. Combine apple chunks, sugar, cornstarch, vanilla, cinnamon, nutmeg, and salt in a medium mixing bowl. Scoop mixture into the apples.
4. Whisk together flour, oats, brown sugar, cinnamon, baking powder, and salt in a small bowl. Mix in the cold butter with a mixer until clumps of streusel form. Sprinkle over the tops of the apples.
5. Place the apples on the lined baking sheet. Bake in the oven for 35-45 minutes or until the streusel is browned.

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18-19. Making Decisions

Guess Who!
RACHEL
JON
NICK
ASHLEY
JAKE
JOSHUA
EMILY
KYLE
ALEX
SARAH
JUSTIN
MEGAN
MATT
BRANDON
WILLIAM
CONNOR
CHRIS
DANIEL
ANDY
JAMES
DAVID
ZACHARY
Trice
Sedlack
Scheiber
McGuire
Holtzclaw
C Ginder
Ford
Davis
Anderegg
S Warfield
B Warfield
Summers
Squires
Sagnon
Rogers
Peeper
Middleton
Olivero
P Ginder
Enderle
Bishop
Brown

A Package Deal

LAUREN BERTA

News and Opinion Editor

"She played flute, I played tuba," Bryen Warfield said. "We had drill where I was in front of where she was and I just remember turning around and making a joke that didn't go over well. That was the beginning."

Bryen and Sara Warfield met in their college marching band at the University of Louisville. Sara Warfield remembers the jokes he would tell her while they were in college.

"The first time it didn't work because I thought it was a pick-up line and I didn't know him," Mrs. Warfield said.

Three or four jokes later though, he won her over.

"It was those bad jokes," she said. "He makes people laugh; he makes me laugh."

Mr. and Mrs. Warfield are two of the new teachers here at Homestead. It is a little unusual for a married couple to work in the same profession, but since their introduction in college, they both knew they wanted to teach.

"I know I wanted to teach in college. He went the performance route but I think he always wanted to be a teacher; he's very natural at teaching," Mrs. Warfield said.

What Mr. Warfield likes about teaching is the interactions he gets to have with students.

"In band you get to build relationships with students in a different way than you would in another classroom because you're working together on an art form" Mr. Warfield said.

Mr. Warfield is the new assistant band director and Mrs. Warfield teaches several history classes. While she teaches a different field, she enjoys teaching for some of the same reasons as her husband.

"The enjoyable part about teaching government is the discussion that can be had with students about how participation happens, about being a citizen, and informing them on aspects of government they didn't know about," Sara Warfield said.

Besides a passion for teaching, the Warfields also share a mutual love for music, which was the connection that brought them together in the first place.

"We go to concerts. I've learned that because he's so musical and eclectic that it's cool to go to different things," Mrs. Warfield said.

Mr. Warfield's musicality is what drew him to Homestead.

"My high school marching band used to compete against the marching band here, so I've known about Homestead for a really long time," Mr. Warfield said.

As assistant band director, Mr. Warfield is subject to the crazy band schedule, not always making it home at the same time as his wife.

"I get to go home around 5:00 p.m. most days but football games are a little bit longer, and when we start competitions, that will be a lot longer," Mr. Warfield said.

Besides carpooling, working together makes things easier for them. They had not worked together before coming to Homestead, but it has not changed their relationship.

"We still have to communicate as far as who's going to pick up our son at what time, and who's going to be at home, though a lot more things are easier because we're in the same location," Bryen Warfield said.

As for Homestead, both Bryen and Sara Warfield are enjoying the experience.

"I love it," Mr. Warfield said, "I think it's awesome."

"This is a wonderful place," Mrs. Warfield said.

Bryen Warfield (left) and Sara Warfield (right), two new teachers at Homestead

PHOTO COURTESY OF SARA WARFIELD

Homestead welcomes many new teachers this school year. You can find some of them in our Guess Who board! Here are their names and what they teach:

Bryen Warfield
Assistant Band Director Instrumental Music Teacher

Sara Warfield
Social Studies Teacher

Marius Sagnon
French Teacher, full time

Lindsey Anderegg
FACS Teacher

Morgan Ford
FACS Teacher

Jenna Scheiber
Guidance Counselor

Melissa Sedlack
French-Spanish Teacher

Chad Ginder
IMPACT Alternative School Teacher

Marcus Trice
Speech Teacher

Greg Davis
Special Education ED/EH

Angela Bailey
Mathematics

Lonnie Epps
Math and Social Studies

Jessica Holtzclaw
English Teacher

Chris Kramer
SRO

If You Could See

WHAT I SEE

JONATHAN DAUTERMAN

Online Editor

On August 21st, roughly two thousand Homestead students observed the eclipse. One student in particular, Anjolaina Mogollon, had lost the majority of her sight years prior. "It mainly looked like a darkness, and I saw the tiniest sliver of light coming out of it," Mogollon said. "It looked like what other people told me an eclipse would look like. It was honestly really cool."

Anjolaina comes from Woodside, and attended part of the sixth grade and the entirety of her seventh and eighth grade years of middle school completely blind in her right eye and with a limited sense of peripheral vision in her left eye. It was with this limited field of vision in her left eye that she was able to witness the eclipse. Anjolaina stated that she didn't want to look at the eclipse with her left eye without the proper eclipse glasses because of the preexisting stress on her optic nerves, but she believed it probably wouldn't have damaged her remaining field of vision.

When she was twelve years old, Anjolaina developed a condition called Pseudotumor cerebri. "It acted as a tumor, which swelled up my optic nerves," she explained, "so it permanently damaged some of it. It was an overproduction of spinal fluid, which acted as a tumor, but it wasn't really."

Mogollon explained that the Pseudotumor-based condition almost never has a specific or immediately obvious cause. "They never found a for sure answer of what was happening, but I was also very overweight," she explained, which she suspected might have caused the condition. Mogollon explained that visually-impairing diseases like her own "usually happens in early-to-late twenties in women due to hormonal changes," so it made it harder to find the cause of her disease because of how young she was.

In order to complete her homework and quizzes, Mogollon uses a device called a Visio Book, which functions similar to a normal computer, but with the visuals adjusted and blown up so she can still see the information she needs. Mogollon considers herself fortunate that she started off her high school career in the freshmen academy, as the separate building helps her get more gradually accommodated to the size of the school.

Mogollon takes her Visio Book home for homework every night, and for some specific assignments, she or her teacher has to adjust the homework because she is unable to read italics and certain fonts with her condition. When some assignments don't require using her Visio Book, Mogollon instead relies on a similar "magnifying" application on her iPhone, and has downloaded the Canvas app to help her with this. "I use the computer for some [homework] and my phone for others," Mogollon said.

A video magnifier, as Anjolaina explained, is a device often used for those with visual impairments that can enlarge to multiple degrees. However, a Visio Book (made by the American Printing House for the Blind) is a more advanced and newer model that can enlarge to multiple degrees; Anjolaina possesses one because of her tiny amount of remaining vision.

Lisa Lorenz, a staff member who helps Anjolaina with her assignments, has been with her since the sixth grade. Lorenz described her job as "making sure [Anjolaina] has the accommodations that she needs," such as reading tests to her and helping her with the Visio Book. However, Lorenz and other teachers also encourage independence, and she still takes all of the classes a normal student would take as a freshman. Before this year, Lorenz's experience was limited to just Woodside Middle School.

Anjolaina described how Mr. Rose and other teachers are great at accommodating the curriculum to suit her, and she's already working on plans for the future. "For college, we're working on learning braille," Lorenz stated while describing how Anjolaina's education would continue after high school. Mogollon and Lorenz explained that textbooks in braille are common for visually-impaired students, and that this encourages the independent way of learning that Lorenz hopes Mogollon will achieve.

Mogollon also described "other technology used along with braille" that she could use in light of her circumstances outside of the Visio Book and braille. "It's amazing the things that we use for her," Lorenz said, referring to the newest development in technology for the visually-impaired. Anjolaina also uses wiki sticks and physical models for subjects like Biology as a way to help her understand physical shape and texture.

Anjolaina is currently learning Spanish and is planning on learning written portions of the curriculum in braille, so she is practicing both her Spanish-speaking and braille-reading skills at the moment. Luckily, she pointed out how because she is in Spanish I, most other kids are only learning at an auditory level at the moment. Anjolaina, who overall has a very hopeful and optimistic outlook on her condition, also shared how she is half-deaf due to missing her right ear as a result of a physical deformity; however, she noted that this could potentially impair learning Spanish. Because of this, her family is looking into reconstructive surgery and hearing aids to compensate for this.

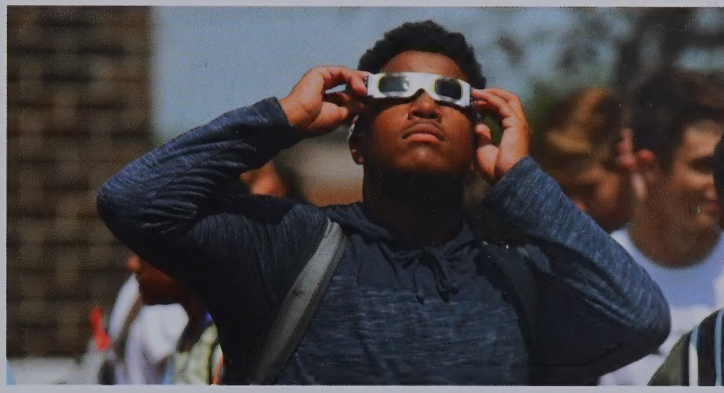
Anjolaina is just as positive about her hearing-based disabilities as her partial blindness; she and her family jokes that she is "half a Helen Keller" because of her dual conditions, but both her and Lorenz are still extremely confident that Anjolaina will be able to function as a student without any aid in a matter of years. Anjolaina also remains tolerant, kind and respectful towards students who want to learn more of her conditions and sees no harm in educating them.

Anjolaina was born without a right ear canal, which both Anjolaina and her family have affectionately dubbed her "Nemo ear" in a humorous reference to Pixar's Finding Nemo. Because she's missing an ear canal, her ear "is not formed completely", and hearing aids wouldn't be able to solve anything because the "The hole is not open, so [she] can't hear in general" out of her right ear. As a result, Anjolaina described how hearing is an almost surreal and often confusing experience for her in large groups, because "Everything is muffled", so it makes it hard to concentrate on multiple noises at once.

According to Anjolaina and her family, they talked about reconstructive surgery for her ear even before her Pseudotumor cerebri condition developed; afterwards, it became even more of an issue. However, Anjolaina remains defiant, and she believes that she was born this way and had these struggles for a reason.

Anjolaina expressed her genuine and legitimate surprise at being able to witness the eclipse. "In general," she emphasized, "it was kind of mind-blowing because I didn't expect to see it. It was so crazy to see...I didn't want to get my hopes up." At being able to see what the entire school had been talking about for so long, Anjolaina felt oddly, extremely happy" and that she was finally able to fit in and not have to worry about her disabilities.

Above, Anjolaina Mogollon watches the eclipse next to the buses. Below, a reflection of the eclipse is shown. To the upper right, a student looks at the eclipse through a telescope. To the lower right, students watch the eclipse with eclipse glasses outside the school entrance.



PHOTOS COURTESY OF JONATHAN DAUTERMAN AND SHELBY CLAUSEN

DESIGNED BY JONATHAN DAUTERMAN

It's Tee Time

LISA CHEN

Sports Editor

Acing it. The fifth ranked girls' golf team is gearing up for state as they finish off a record setting season.

"The state ranking definitely pushes us to do better," Sydney Rybolt (11) said. "We are putting in a lot of the hours to get our ranking up because all of us really want to place at state this year."

The team is looking to improve from their performance at state last year.

"We finished sixth at state last year and are looking to get into the top three this year," Jeff Jehl, coach, said. "Our ultimate goal is to win the state tournament in October."

While the team's goals may appear lofty to some, its achievements this season prove that it is capable of the accomplishment. Both the varsity and junior varsity team beat previous school records. The varsity team set an 18 hole record at Foster Park with a score of 297. Early in the season, the junior varsity team set an 18 hole record at the Homestead Invitational with a score of 340. Showcasing the team's improvement, the junior varsity girls beat their own school record with a score of 337 at the Canterbury Invitational.

The records set are "a true reflection of the hard work that every girl on this team put in during the offseason," Jehl said. "Every girl has improved tremendously. Many of these girls worked from sun up to sun down this summer to get better. They take it seriously and enjoy each other's success. They motivate each other to get better every day and fight for their teammates."

While the team has already made tremendous feats, they still work hard at practices to improve.

"In practices we focus a lot on short game: putting, chipping, pitching, and putting," Morgan Dabagia (10) said. "Since we hit it further than most of our competition, our birdies and scoring shots will all be from short distances in."

Although golf is an individual sport, each athlete's game affects the team.

"It sometimes is harder playing for a team because it is not just you counting on yourself, but your team counting on you also," Dabagia said. "We work together to make each other better to benefit not only ourselves, but our team.

However, the team aspect of the sport is no problem for the girls.

"It's a beautiful and rare thing when you have this type of team chemistry in an individual sport," Jehl said. "This is a truly special group of girls who are capable of incredible things. These girls make me proud to be a Homestead Spartan."

Makenna Hostetler (12) prepares for her swing at the Chestnut Hills Golf Course at the meet against Carroll. The Spartans beat Carroll with a score of 158-202. The varsity team consists of Hostetler, Morgan Dabagia (10), Emma Schroeder (12), Sydney Rybolt (11), Anya Elizondo (12), and Rylie Parker (10).

PHOTOS BY YANA WEIR

DESIGNED BY LISA CHEN

100
Football Players

296
Marching Band and Color Guard Members

512
Student section fans

1
schoo

Quarterback Jiya Wright (12) scrambles out of the pocket in the 47-3 win over Bishop Luers. Wright was averaging over 3 touchdown passes per game with 16 on the season. (as of the first five games.)

(above) Drum Major Noah Holtzclaw (11) participates in the Moose Chant. The band uses this chant to get hyped up before performances.

(right) Hailey Galvan (12) performs at a half-time show. She loves "looking up at the crowd and thinking that all the people are there to see me succeed," she said

Bryce Warner (12) lifts Michael Nichter (12) during the Painters' ritual of performing push-ups for each point the team has scored during the game. "It just shows support. It's providing a unity across the school," Nichter said.

We're all in this TOGETHER

BY ANIKO LUNA

The long school week is over and students are anxious for the weekend. However, they return to campus in droves later that night. It's football Friday and a chance to be more a than just a student. It's time to be a Spartan. Even if you don't understand the game, or even watch the game, it unifies the school. This year's Friday nights have also given us even more to cheer about. The team is good. Very good. They went undefeated in their first four games, defeating their opponents by an average of 23 points.

Wide receiver Trevin Taylor (11) feels the team will only get better as they get closer to state playoffs. "I think as every game goes by we are going to continue to get better and sharpen things up, and also the team chemistry continues to get stronger as weeks pass on," Taylor said. Taylor had eight touchdown catches in the first five games.

Although the Carroll game is at the Chargers stadium Sept. 29, many Spartans will be following the team to compete against our biggest rival. The team should be on the lookout for Justin Becker as he is Carroll's leading receiver in yards, averaging 111.8 yards receiving per game. Becker will have to work hard against Spartan defensive back Cameron Shannon, who has recorded 3 interceptions, including 1 for a touchdown, and 3 pass deflections.

The spirited fan section is also a factor in the team's success. Student section leader Luke Lael (12) hopes the fans continue their enthusiasm. "We obviously want them to win. Overall that's why we are here. The student section side of it would be great to see a large turnout, everybody's excited, everybody's into the game, that's always the goal, starting out and keeping that through the rest of the year," Lael said.

Tico Brown (12) bows down to pray before the Bishop Luers game. "It's (praying) a part of my routine, so for every game I pray before we take the field," Brown said.

Humza Khan performs an spur-of-the-moment flip during the dance team's performance at Lucas Oil. For Khan, dancing is "a bunch of emotions that I can't describe, but everything I do, I do with passion. I feel like people notice someone who is dancing with passion rather than someone who is just dancing."

Making a Racquet

LISA CHEN

Sports Editor

The concept of winning has been a familiar and common experience for the fourth ranked boys' tennis team as it finishes off an extremely dominant regular season.

"I think this has been the best season so far," David Heiney (11) said. "The team has been doing so well; we haven't lost a dual match yet and we are undefeated. For me personally, it has been my best season since I've only lost once, so I've had a lot of good success."

The team's overall success this year has caused it to win tough invitationals and matches.

"We won the Homestead Invitational which Homestead hasn't done in a while," Will Milne (12) said.

During finals, the team beat highly ranked Guerin Catholic.

The team has also beat other highly ranked rivals, such as sixth ranked Leo and tenth ranked Carroll, making them the most successful team in the Fort Wayne area.

"We've beaten, pretty easily, all the teams we're going to play in the postseason, leading up to state, so this gives us a lot of confidence," Heiney said.

The Spartans play Canterbury in sectionals and, most likely, Leo in regionals.

One of the reasons for the success this season can be attributed to the team chemistry.

"We work really well together," Thomas Weir (12) said. "We've all been friends for awhile so we know how we play together, so the team chemistry is there."

While the boys are highly ranked in the state, they do not let this standing strongly affect them.

"We don't let [the ranking] get to our head," Weir said. "We still need to push ourselves and our coach keeps reminding us to get better everyday."

In order to improve, the players focus on specific aspects individual to their own weaknesses.

"We practice relating to our matches," Milne said. "In doubles, if we're not serving well, we'll hit a bunch of serves. In singles, if we're not finishing points well, we'll work on volleys or approach shots."

With the postseason arriving, the players have set goals they want to see achieved.

"Our goal is to get as far as we can," Milne said. "We have a good draw for the postseason with Canterbury in sectionals."

Look for the Spartans to advance into the postseason as sectional play begins.

> "A lot of the players have just stepped it up. We don't put as much pressure on ourselves because we know the other spots all have a good chance of winning," -David Heiney (11).

David Heiney (11) (left) hypes up his team as he runs down the lineup. The varsity team consists of Heiney, Thomas Weir (12), Daniel Gilbert (10), Will Milne (12), Bryant Zitlaw (10), Nicolas Graber (12), and Tim Steiner (9).

Will Milne (12) (right) gets ready to serve the ball at the Carroll match where Homestead won 5-0. Milne was recently chosen as a recepient of the Respect Team scholarship award for his excellence in school and community involvement. He is one of five recepients in Indiana.

DESIGNED BY LISA CHEN

PHOTOS BY YANA WEIR

# of FIRE & ICE

ARIKA AKIN
EXECUTIVE EDITOR

Coming off of a regional win at Toledo, the Homestead Marching Band is gearing up for a great season this year and hope to win at state competitions with the help of their brand new director, Bryen Warfield, and a new and exciting theme, fire and ice.

"I think that (the new theme) is kind of raw and emotional which will be easy to relate to, in the past we've had some really great themes but sometimes they would be too complex to portray in eight minutes. I think that of fire and ice has a lot of emotions that go along with that and we have really great music so I think that it'll be really easy to relate to" Caitlyn Klinepeter-Persing (12) said.

Warfield has directed a high school band before, but none as acclaimed as Homestead's.

He, however, says that "(when I was first offered the position I felt a crazy amount of pressure but now that I'm here and I'm doing it I just do the best job that I can" Warfield said,"I'm just teaching, it's just music education; I'm just trying to make sure that the kids have a really great experience with me, and I'm trying to do my best to stay on top of a lot of teaching methods and techniques... so that I'm challenging myself and finding a different way to reach every single student."

Brad Wadkins, who was one of the two band directors last year, is now the head band director and now teaches Jazz Band while warfield has taken over Orchestra.

The band's new theme for this year, Fire and Ice, chronicles a battle between the forces of fire and the forces of ice. This theme was inspired by a Robert Frost poem, "Fire and Ice."

"We have a really interesting theme and I like it and think that it's a cool idea" Allison Stevens (12) said. "I think it's a good show to go out on and the music already has a good sound... already you can feel (the show) starting to come together."

Though band uniforms have not changed the girls in color guard now change from being in ice uniforms at the beginning of the show to fire uniforms at the end. The drum majors got an uniform upgrade too.

"Band uniforms are really expensive given that there are so many of us, it would be really nice (to change uniforms) but I don't expect it" Ruthie Metcalfe (12) said.

Another exciting addition to the show is the inclusion of a Ice-skater, Delaney Reilley, who "skates" above the field on a specially-made platform.

"I don't think any other band in the country has used anything like this" Warfield said.

Best of luck to the spartan marching band as they continue on with their season!

PHOTO ILLUSTRATION BY LAUREN BERTA

The Dream, the Disparity, the Dilemma

"Only in America can someone start with nothing and achieve the American Dream." -Rafael Cruz (father of Senator Ted Cruz)

LISA CHEN

Sports Editor

The foundation of American society has historically been set on the "endless" opportunities available in this country. Social mobility appears easier to achieve than in other countries and stories of poverty to wealth seem abundant. While America certainly provides many opportunities and resources inaccessible in other countries, its society presents a facade to the citizens who believe in it the most.

What is the American Dream? To some it may be the white picket fence, while to others it may be the job on Wall Street. Regardless of the dream, most Americans generally believe that education is the path to success. However, this is where the dilemma begins.

By the time they start kindergarten, children from families of low financial means are already a year behind in education than children from families of college educated parents, according to the New York Times. By eighth grade, the gap will have widened by at least 50%. Students from the top quarter of the income bracket are four times as often to graduate with a bachelor's degree than students from the bottom quarter. Nearly 70% of students at the most selective colleges in the country are in the top income quartile (The Atlantic). The statistics go on, but it is clear. There is a distinct disparity in education between the upper and lower class, representing how the future for low income kids is generally bleak because of the fewer opportunities available. While wealthier families are able to pay for tutors or multiple extracurricular activities, lower income kids are unable to afford them.

If education is the path to success, what path is society painting for those who are considered disadvantaged? The American Dream was founded on the principle that those from the lowest class can move to the highest class through hard work and determination, but is this possible today?

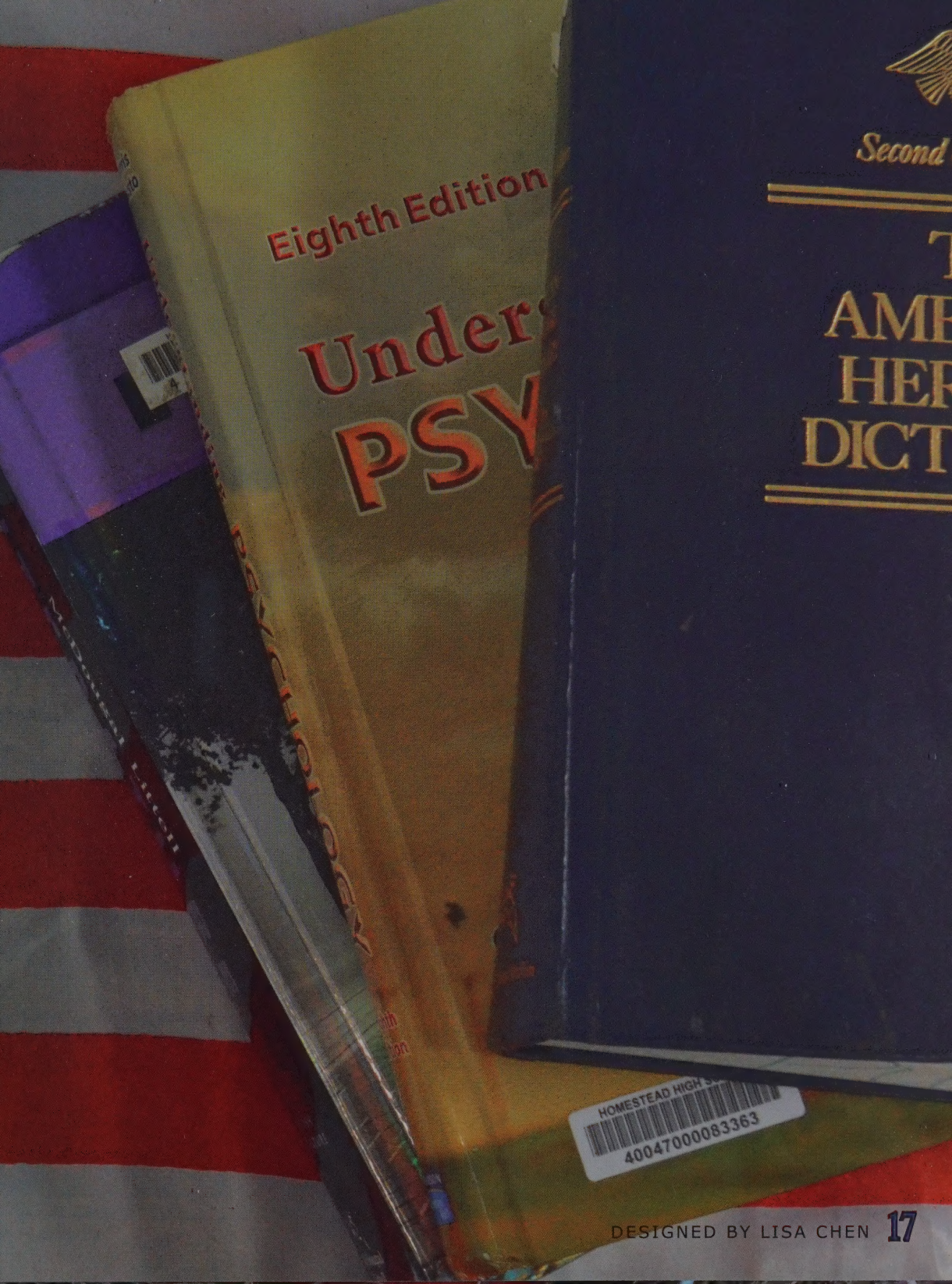
Theoretically speaking, the answer is yes. However, "success" in the lower socioeconomic classes is based on luck rather than work ethic more than ever. Those in lower classes hold less resources and connections than those in upper classes. While some of their achievements in school, given their circumstances, are more extraordinary than some of the upper classes', society does not properly reward for this. To specify, some students from lower classes must focus on working and earning money. However, their academic performance is equally compared to those who focus solely on school. While their work ethic is strong, they must rely on the chance that others recognize this apart from the grades.

So why should we care?

The education gap is widening the income gap. If income is an indication of future success, the cycle of poverty continues for those born into it. As this cycle continues, the income gap grows as the upper class gains and holds more wealth. Already, the wealthiest 10% hold 76% of the United States' wealth (includes property), according to the Washington Post. If America does nothing to stop the widening education and income gap, the American Dream will no longer exist because the differences between socioeconomic classes will be too large for lower classes to compensate for.

In other words, the United States must divert additional resources and reform for education. Education is the basis for the future of the country and every child should have the opportunity to positively become a part of the future. While some argue that improvements are already being made in education, more could be done. More one-on-one assistance could be provided to parents in poverty and college tuition could be lowered. While others argue that it is near impossible to close the education gap, this is not true. According to the New York Times, education reform programs in Australia and Canada have caused those in poverty there to show more equitable outcomes of rising socioeconomic classes than the poverty stricken in the United States.

It is easy for those born into financial stability to ignore the problems presented, but they must remember how they could have easily been born into a different life as well. It is not an obligation to help those that need it, but a necessity for the future of the country and the American Dream.



DESIGNED BY LISA CHEN 17

Making DECISIONS

MICHAL SPANJER

Editor-in-Chief

All of the anticipation and excitement surrounding college has been heightening for years until all at once, it's senior year and you're staring at your Common App dashboard and suddenly there are millions of decisions to be made that will impact the rest of your life.

When we are faced with such a daunting task as applying to the rest of our lives, it would be easy to hand the decision over to someone else or use someone else's decisions in place of our own. This seemingly simple solution may lift stress off of your shoulders, but it could interfere with you attaining your full potential.

High schoolers caught up in their first serious relationship often forget to take a step back and think about the steps they need to take to evolve into the person they want to be. Instead, they follow the decisions their partners make. It is far too easy to succumb to emotions and disregard a lifetime of built-up dreams. If your love is truly the greatest love the world has ever known, surely it can survive a few years worth of a long distance relationship. Each of us must choose the path that is most beneficial to us individually, not a carbon copy of the path your girlfriend or boyfriend is on.

Be selfish for a moment so that you can be selfless for the rest of your life. Allow yourself the opportunity to get the resources you need to impact the world in a positive way, whatever that way might look like to you.

High schoolers terrified of leaving behind the same friends they've had their entire lives often blindly follow those friends to college, only to find that they have different aspirations, different values, different outlooks on life. No two people will find satisfaction in the exact same life plan. We need a diversity of ideas and careers in the world, which means that we all must pursue a future that fits our personal strengths.

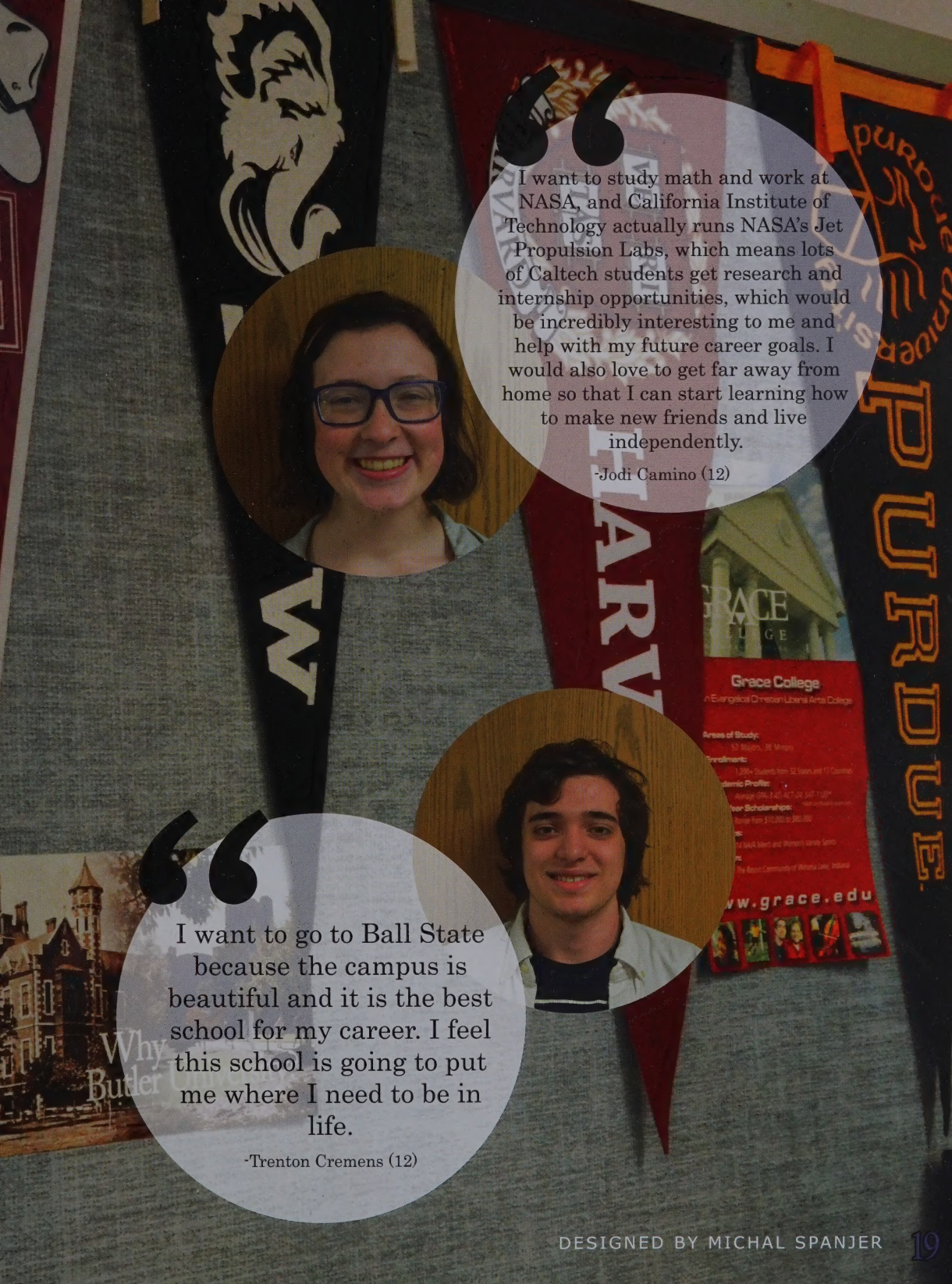
A study done by research company Gallup, in conjunction with Stada Education Network, found that 28 percent of Americans regret choosing the college they attended, and 36 percent wish they had chosen a different field of study. People's interests and personalities evolve over time, which may lead to regretting past decisions regardless of what those decisions are; however, if high school students were to take the time to truly consider which post-secondary school plans would fit them the best, they would be more likely to be satisfied in their choice, knowing that they made an educated decision based on their own personal strengths and aspirations at that point in their lives.

College is about expanding your horizons and figuring out what you want to devote your energy to. There are so many people you have yet to meet; knowledge you have yet to gain; ideas you have yet to create. You deserve every single opportunity you are able to experience. Don't hold yourself back.

Life after high school -- once a foreign concept, seemingly lifetimes away -- suddenly slams into us and pulls us aboard. While we are intensely excited and utterly terrified, each of us must design our own route, based on our own aspirations.

This is it. These are the choices we have been waiting years to make. Make them for yourselves.

PHOTOS BY MICHAL SPANJER



I want to study math and work at NASA, and California Institute of Technology actually runs NASA's Jet Propulsion Labs, which means lots of Caltech students get research and internship opportunities, which would be incredibly interesting to me and help with my future career goals. I would also love to get far away from home so that I can start learning how to make new friends and live independently.

-Jodi Camino (12)

I want to go to Ball State because the campus is beautiful and it is the best school for my career. I feel this school is going to put me where I need to be in life.

-Trenton Cremens (12)

Homecoming Themes

October 2-6

Monday -- Career Day
Tuesday -- Squad Day
Wednesday -- HoliDAY
Thursday -- Jersey Day
Friday -- Pink Day

Editorial Policy

The Spartana is a monthly production of Student Publications: Newspaper at Homestead High School. Its purpose is to enlighten, educate and entertain. The Spartana has, and may continue to, operate a limited open forum for the free exchange of ideas.

Staff members support the First Amendment in its entirety and oppose censorship in any form. The content of the paper is determined by the student staff. In cases of potentially controversial material, the Editorial Board will meet to decide the content of the newspaper. The staff will be assisted by the adviser in areas of professional ethics and legalities.

Material that is libelous or obscene as defined by Fort Wayne Newspapers or could cause a substantial and material disruption of the school day as defined by the Supreme Court will not be printed. Southwest Allen County School corporation encourages vigorous treatment of a wide range of subject matter, including controversial issues, and student journalists are free to report and to editorialize on events, ideas and issues in their high school, community, nation and world according to Policy Number 4150.

Public input will be accepted from the Homestead community in the form of letters to the editor. Letters must follow standards concerning libel or obscenity. Those that could cause a substantial and material disruption to the school day will not be printed. Letters can be emailed to The Spartana at thespartana@gmail.com.

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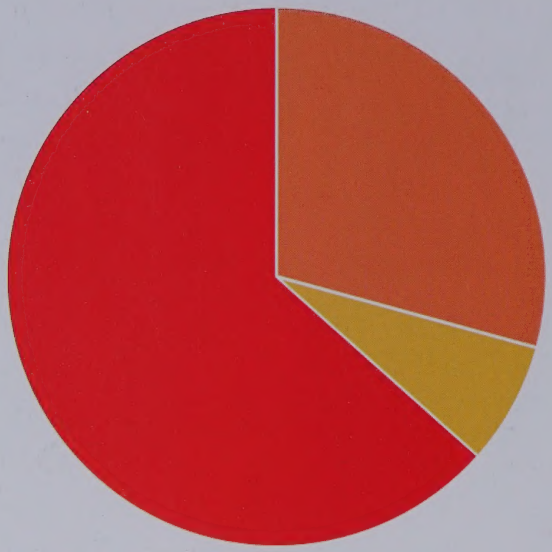

DO YOU STILL GO TRICK-OR-TREATING?

- Yes, With My Siblings - 27%
- Yes, With My Friends - 29%
- No - 64%

STAFF LIST

Michal Spanjer
Editor-In-Chief

Arika Akin
Executive Editor

Lisa Chen
Sports Editor

Lauren Berta
Opinion Editor

Jonathan Dauterman
Writer

Aniko Luna
Writer

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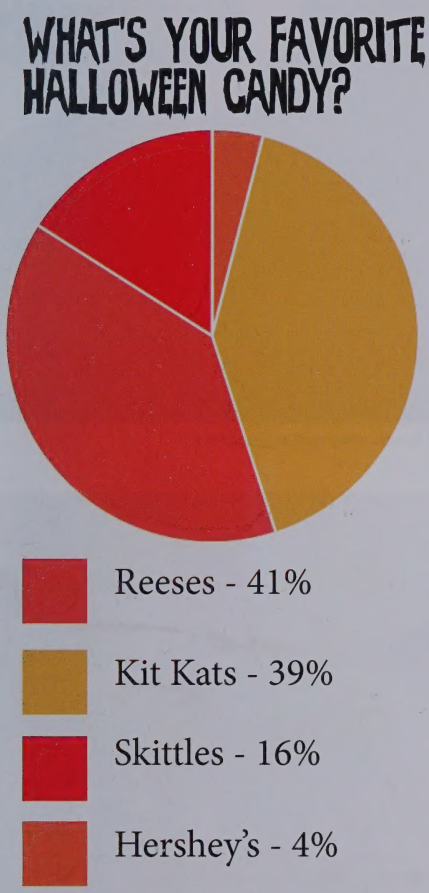

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Fun facts about our K9s

- Diggs is able to detect gunpowder, narcotics, ammunition and some firearms.
- Alvin is specifically trained to find drugs such as heroin, cocaine, methamphetamine and marijuana. Alvin can detect these specific scents through cars, packages and lockers.
- Alvin has been a patrol K-9 for 5 years on several different shifts and also worked with the Narcotics Division, SWAT Team and FBI.
- Diggs is a two-year old German Shepherd breed who came from an overseas breeder, before being given to the Allen County Police Department from a Colorado police officer.

When not in his office or in the hallways, Officer Tuttle is in his office located near door 1.

Officer Kramer patrols the hallways with his K9 unit Alvin during Back to School night of the 2017-18 school year.

PHOTOS BY MALIA METELUES

Dog-gone-it!

JONATHAN DAUTERMAN and HANNAH BISHOP

Writer and guest writer

"We are here to keep the peace, here to keep everyone safe," Jesse Tuttle, School Resource Officer (SRO), said.

The school's two SROs, Tuttle and Chris Kramer, help maintain the rules of the school.

"We are the bridge between the police department and the school," Tuttle said.

Officer Tuttle emphasized that the main role of an SRO is to achieve what Allen County officials and SROs call "the triad": to act as a teacher, law enforcement officer and counselor to the students.

According to Tuttle, one of the main jobs of a SRO is to act as an "informal counselor" and to "lead by example."

The SROs and are meant to be counselors to students. If someone has problems at home or issues with friends, homework, or anything else, they can come talk to the officers.

In addition to being law enforcement officers and mentors, the SROs "are also emergency planners," Tuttle said.

Part of the SRO program is to focus on planning and preparing for emergency situations, ranging from natural disasters to lockdowns. The ALICE initiative was created by members and leaders of the SRO program; as are the earthquake and tornado drills that SACS uses.

To help them out with their duties, Tuttle and Kramer have two police dog companions. Tuttle is partnered with Diggs, and Kramer is partnered with Alvin. Police dogs are commonly known as K9s, and help SROs with a variety of tasks in schools across the country. K9s attend special training over the course of several weeks during the summer.

"The school taught us to work as a team, and we established a hierarchy in our pack," Kramer said. "I am the Alpha male. My wife is the Alpha female. Alvin falls in line below my 4 year old son and even below our one eyed 12 year old Chihuahua, Uno. It's hilarious to watch a 10 pound dog tell a 70 pound police dog what to do. Alvin loves his place in the pack."

Digg's went through much of the same training.

"Much of K9 training was not only for Diggs but also for me as a K9 Handler," said Tuttle.

The officer and K9 dynamic, specifically the dog recognizing the authority of the officer, is especially important and ensures the K9's loyalty and obedience to their officer.

Just like in the Kramer household, there is a hierarchy in Tuttle's house with Diggs at the bottom.

"He is under me, his alpha male, as his handler, then my wife and two young children," Tuttle said. "It's pretty cute and quite hilarious to watch my two-year-old daughter, Madelyn, give Diggs commands around the house, and he listens!"

Despite originally being a "permanent member" of the SRO team, Diggs' attendance at Homestead has been sporadic. This was originally due to the fact that not just Tuttle and Kramer have to switch between schools, but so do the dogs. However, Diggs is no longer going to be stationed at the school. The reason for this is due to ongoing obedience issues between Tuttle and Diggs during his post-academy training throughout the school year.

"It's not out of the ordinary for a K9 to not make it through the whole training," Tuttle said.

Because Diggs wasn't expected to cease his training and his role as a K9, no replacements were lined up for him during the school year, so for the time being, Tuttle is looking for a replacement for Diggs.

Diggs will restart academy training in the summer, and until then, Alvin will be the sole K9 at the school.

The State of Affairs

SPARTANTA STAFF

Student government is experiencing some major changes this year. Alyssa Braman stepped down at the end of last year after being the student government faculty sponsor for four years. Filling her role is April Moss, who was in charge of student government in years prior. Student Government members have had to adjust to this change in leadership.

"Adjusting to a sudden change in mentorship was bound to have some adjustment pains, especially for a group of kids that have gotten really used to the way things have always been done," Sydney Adams, senior representative said.

This transition period has been an adjustment for both the students and sponsor. "They don't know me, and I don't know them," Moss said. So for right now, "it's just a getting-to-know-you period."

Part of getting to know Moss, is understanding her different leadership style, which is different than what veteran student government members are used to.

"I am different than Mrs. Braman and we have different styles in the way we do things," Moss said. "I'm probably going to ask a lot more."

The senior class, who works most directly with the sponsor of student government, have felt this new-found responsibility the most.

"I think, especially from a senior perspective, a lot of the responsibility that used to be shared with Mrs. Braman has really shifted over to the shoulders of the students," Pamela Chen, senior representative said.

These responsibilities include many things that many students at Homestead don't think about.

"There's a lot of stuff that goes on behind the scenes that most of the student body doesn't know about—a lot of re-planning and crisis management," Chen said.

Moss's approach means that this is something student government members need to take care of and manage independently.

"It's not my government, it's not Mrs. Moss government. It is Student Government; it is a student-led activity," Moss said.

Through the planning of Homecoming, "There were so many duties that we had to assume ourselves, and we were maybe just a little unequipped to do that," Chen said.

Yet this change for independence is invariably a good thing for student government. There are many roles that members play and many tasks they have to become proficient at. "I think that it's going to help [them] build leadership skills, and business skills, learning how to run an organization," Moss said. "A lot of times student government kids tend to be those involved people."

While student government recognizes the difficulties this year, they recognizes this sentiment too.

"It is valuable experience that I think all of student government will thank Mrs. Moss for at the end of the year," Jonathan Papas, senior vice president said.

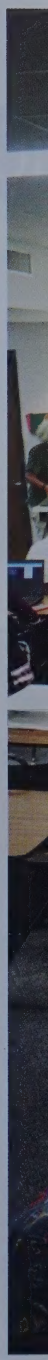


PHOTO BY LAUREN BERTA

Student Government holds its weekly meeting, October 17, to dicuss upcoming events. The seniors leading the meeting at the front of the room are Jonathan Papas (12) left, and Panashe Chakabva (12) center.

"There's a lot of stuff that goes on behind the scenes that most of the student body doesn't know about"

Under Construction

Renovating the Now or Rebuilding for the New?

MIKAYLA HAVISON
Guest Writer

Recently, a series of meetings were called and held by SACS superintendent Dr. Phil Downs. Though multiple community discussions have been held over the years, these gatherings that happened recently held higher prevalence to the lives of residents within the borders of this school district. The topic at hand was a complete reconstruction or remodeling of Homestead High School, as well as improvements in many of the other schools in the district.

One of the main reasons for these improvements is that currently there is nowhere for the entire student body to gather. Additionally, the heating and air-conditioning are in desperate need of attending to. Students and staff may be pleased to hear that many improvements to the aesthetic and layout of the school will be made.

"If we are able to build or renovate, we will be able to create a 21st century school as we view them today," Park Ginder, principal, said. Ginder says that future students will have a lot to look forward to.

"I think the improvements will affect all of the students by making our learning environment more modern and exciting than it currently is," Brooke Clements (9) said.

One such improvement could be larger classrooms that would have separate spaces for individual and group work. There also may be an adding of a sectioned-off senior wing that will have its own cafeteria that is open throughout the day for senior experience students that Ginder calls "Cafédeli." The administration believes these changes to the school will be beneficial to the district.

In total, there were five community meetings held at various locations throughout the district to decide on the extent and form of payment for these improvements and others. Staff such as Down's brother as well as students from IPFW went to the meetings to collect data and organize the structure of the meetings.

On August 28 one of these meetings was held at Covington Elementary. Around 60 citizens choose to attend this discussion and it was the largest turnout. At the meeting, people gathered into smaller groups to discuss the available options. One such option was adding an additional tax that property owners would pay to fund the project called a referendum, in order to allow the district to be more flexible with spending. Other options did not have a referendum.

Another subject addressed by the options at the community meetings was the amount of work to do. One plan was estimated to cost $100 million and another that included complete reconstructions was estimated to cost $180 million.

A school board meeting took place to share the data collected at the meetings on September 19. IPFW staff displayed the results they determine through the surveys given at the community meetings. However, no conclusion about the payment method or extent of the improvements was drawn. The school board has not set a date for the decision on this matter.

Of course, most are probably wondering when this construction will happening. These renovations will not be completed by the time any current Spartans graduate. "If the board chooses to go with new construction it will take about 9 months shorter than renovation," Ginder said.

All in all, these reconstructions may result in a 21st century school that will benefit the students and staff.

Do you think the school should renovate or rebuild? Vote on our Twitter poll @thespartana

Proposed Plans

Minimum Recommendations

Roof: $6,500,000
Roads, Parking, Sidewalks: 1,250,000
Building Repairs: 2,400,000
Grounds: 750,000
Auditorium Drapery: 400,000
Fire Safety: 425,000
Instructional Equipment: 600,000
Pool Improvements: 350,000
New Storage: 250,000
Bleacher Repairs: 150,000
Fencing: 125,000
Carpet / Flooring: 450,000
Transportation: 175,000
Other Equipment: 175,000
HVAC: 26,000,000

Total $40,000,000

Renovations

All items in current recommendations
Congestion mitigation in select areas
Library / media center refurbish
Expand / update the cafeteria, music / performance facilities
New TV / Radio space
Add school store
Consolidate administrators and counselors in common accessible location
Meeting space including community room
Parking
Add Senior Experience space and gym space
Addition to Lafayette Meadows Elementary School

Estimated cost = $100,000,000

Rebuilding

- All items in the current recommendations
- Rebuild Homestead High School

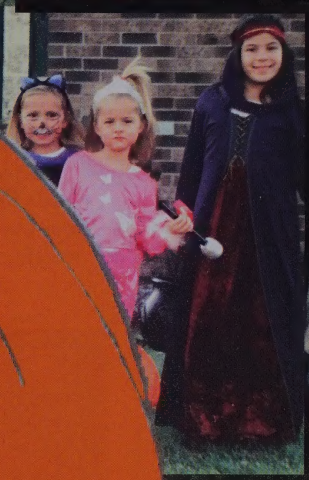
Estimated cost = $180,000,000

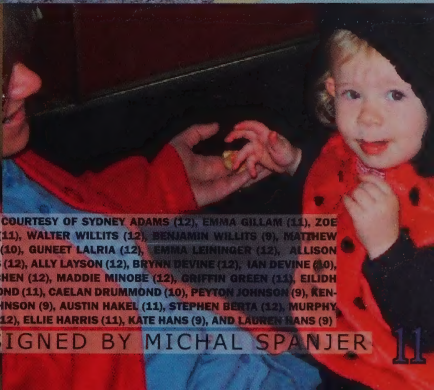
ART BY ANIKO LUNA

SOURCE: http://www.sacs.k12.in.us/UserFiles/Servers/Server_74938/File/Community%20Events/final%20report.%20Text.

DESIGNED BY LISA CHEN

PIGLET
HALL
M EM





PHOTOS COURTESY OF SYDNEY ADAMS (12), EMMA GILLAM (11), ZOE MOORE (11), WALTER WILLITS (12), BENJAMIN WILLITS (9), MATTHEW WILLITS (10), GUNEET LALRIA (12), EMMA LEININGER (12), ALLISON STEVENS (12), ALLY LAYSON (12), BRYNN DEVINE (12), IAN DEVINE (10), SUSAN CHEN (12), MADDIE MINOBE (12), GRIFFIN GREEN (11), EILIDH DRUMMOND (11), CAELAN DRUMMOND (10), PEYTON JOHNSON (9), KENDALL JOHNSON (9), AUSTIN HAKEL (11), STEPHEN BERTA (12), MURPHY MILLER (12), ELLIE HARRIS (11), KATE HANS (9), AND LAUREN HANS (9)

DESIGNED BY MICHAL SPANJER

Picture Perfect

finding a location for your senior pictures

ARIKA AKIN
EXECUTIVE EDITOR

1. Eagle Marsh Nature Reserve
6801 Engle Rd, Fort Wayne, IN 46804

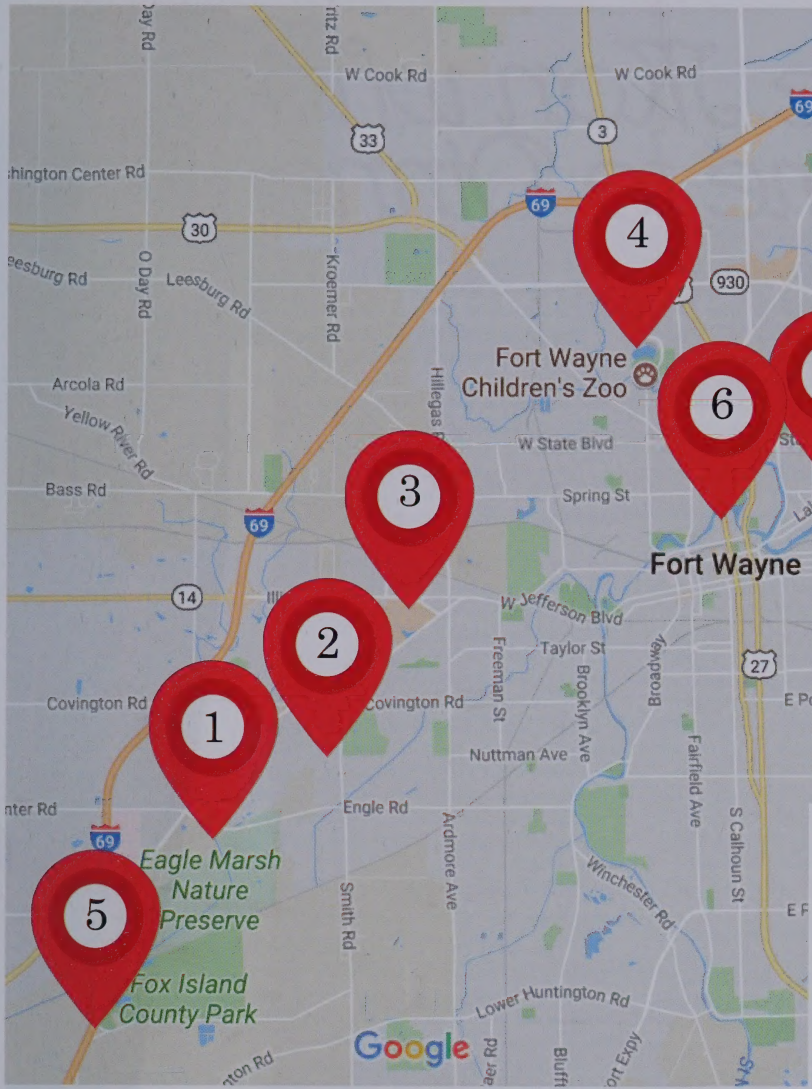
If you're looking for a clean and fresh feel for your Senior Pictures than you should head over to Eagle Marsh! This wetlands nature preserve is made up of prairies, forests, and shallow wetlands, and offers plenty of photo opportunities. Park at the Towpath Trailhead and walk down the path towards bridges and gorgeous trees. You could even leave the beaten path and walk down one of many small grass-carpeted side trails, which offer tree overhangs and benches perfect for photos.

2. Canterbury High School
3210 Smith Rd, Fort Wayne, IN 46804

If you're looking for a more woodsy and controlled feel than I would recommend heading over to Canterbury High School! Pull into the entrance right off of Smith Road, follow the signs back into the auxiliary parking lot, and head through wooded paths to the Canterbury sports fields. Along the way you'll come across plenty of wonderful trees, great benches to pose on, and natural arches. I would recommend going earlier in the day, so that you can catch the best natural light.

3. Jefferson Pointe
4130 W Jefferson Blvd, Fort Wayne, IN 46804

Looking for a more architectural and modern feel? Head over to Jefferson Pointe! Though this shopping center is a common haunt for Homestead students, not many people can look past the mall-like exterior to the many great photo locations available. It is hard to make sure that no advertisements make it into your photos, but it is possible. I would recommend taking pictures at the shaded bench located between Barnes & Noble and Ulta, as the trees behind the bench provide a great background. Other great places would be at the benches between Bath & Body Works and Charming Charlies or along the exterior of Von Maur.



1. Eagle Marsh Nature Reserve
2. Canterbury High School
3. Jefferson Pointe
4. Franke Park
5. Fox Island County Park
6. Headwaters Park
7. Lakeside Park & Rose Garden

PHOTOS BY ARIKA AKIN

4. Franke Park
3717 Sherman Blvd, Fort Wayne, IN 46808

If you're willing to go for a bit more of a trek I would recommend heading over to Franke Park. Head back to the Fort Wayne BMX parking lot behind the zoo and you'll find plenty of wonderful trails through the woods that BMX riders use to practice on. There are many wonderful, natural arches and photo opportunities. There is even a creek that you can walk across on raised stones or, if you're daring, fallen trees! There is also a meadow, if you're looking for more airy and free pictures.

The Man who Came to Dinner

LISA CHEN

Sports Editor

"Break a leg!" While most people would not desire to hear this phrase, it would be music to a group of students' ears as they work hard to produce art and entertainment. Unlike last year's fall play, this year's features a larger cast.

This year's play is The Man Who Came to Dinner, centering around Sheridan Whiteside, a fictional famous radio personality. He is invited to go to dinner at the Stanley family's house, but when he gets there, he slips on a piece of ice at the doorstep and breaks his hip. Whiteside starts suing the Stanleys for his injury and taking over their house as he's confined to a wheelchair. He causes many random and crazy people to arrive at the house frequently. The Stanleys have no control over the situation, creating a lot of conflict. The play highlights the absurd circumstances that occur because of Whiteside.

"I'm most excited about seeing people's reactions [to the play] and hoping they laugh at what I find funny," Amanda Chadwell (12), the performer for Maggie, Whiteside's secretary, said.

Chadwell's character encounters unexpected feelings during her stay at the family's house, causing the appearance of Whiteside's mischievous side.

"While (Maggie) is at the house, she ends up falling in love with somebody else and wants to leave her post as secretary," Chadwell said. "Whiteside doesn't want that to happen, so he creates a scheme to keep her."

Whiteside's scheme involves bringing in another woman to stir the pot.

"I play Lorraine Sheldon," Jordan Vandenberghe (12) said. "She's called in by Mr. Whiteside to steal Maggie's man. Her goal, ultimately, is to come in thinking she will be cast in a play and it turns into a revenge plot."

The conflict between characters adds an unique aspect for cast members.

"I'm most excited about starring on stage with Amanda Chadwell," Vandenberghe said. "She's one of my best friends and we get to play enemies in this production, so I'm very excited to try that."

In order to prepare for the final production, the actors and actresses must thoroughly practice their lines and actions.

"We do a lot of dress rehearsals," Vandenberghe said. "It's a lot of late night work; we get notes and we take the notes to heart."

Although the play requires many hours for practice, the commitment is not a problem for the crew as many of the cast members take part in the play because of their passion for performing.

"Ever since kindergarten I've always loved being in production, so when I got to high school and joined show choir, I decided I might as well do the plays too," Chadwell said.

Additionally, through the practices, the cast grows closer to one another.

"I've never been in a play at Homestead before so I'm excited for the experience of it, but also getting to hang out with everyone," Khira Hickbottom (11), the actress for June Stanley, said.

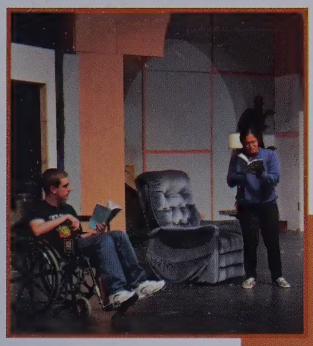
While passion plays a significant role in theater, the feeling of being on stage is unmatchable and adds to the intensity of performing.

"The adrenaline rush is unbelievable and knowing that you're making art while you're doing it is the best feeling in the world," Vandenberghe said.

Even if someone's passion is not art, he or she can still enjoy and appreciate the play.

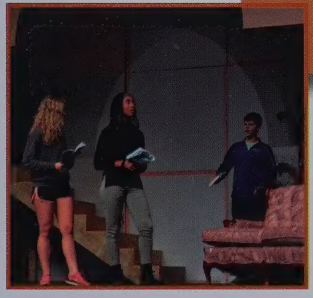
"I think the arts are for everyone," Hickbottom said. "It's a form of expression. If you don't like to be apart of it, then you can always enjoy watching it because there's something for everyone."

Be prepared to laugh during the fall production of The Man Who Came to Dinner, on Nov. 2-4 in the auditorium. Tickets are $8 per person.



Meet the Cast

Mrs. Stanley: Kate Stumph
Miss Preen: Ameena Sohail
Richard Stanley: Ian Ruth
June Stanley: Khira Hickbottom
John: Danny Bean
Sarah: Jordyn Hanni
Mrs. Dexter: Brooke Barfell
Mrs. McCutcheon: Jodi Camino
Mr. Stanley: Ryan Swymeler
Maggie Cutler: Amanda Chadwell
Dr. Bradley: Todd German
Sheridan Whiteside: Kyle Alexander
Harriet Stanley: Natalie Chivers
Bert Jefferson: Aidan Ocken
Professor Metz, Convict: Autumn Harlan
Expressman, Plainclothes Man: Andre Centlivre
Lorraine Sheldon:Jordan Vandenberghe
Sandy, Deputy: Alex Ruppert
Beverly Carlton, Deputy: Emma Bennett
Mrs . Baker, Westcott: Michelle Murfin
Radio Technicians, Convicts: Claire Weidler, Bethany Villaruz
Banjo: Anthony D'Virgilio



Top left: Kyle Alexander (12) (left) and Ameena Sohail (12) (right)
Top right: Kyle Alexander (12) (left) and Ryan Swymeler (11) (right)
Bottom left: Kate Stumph (12) (left), Khira Hickbottom (11) (middle), and Ryan Swymeler (11) (right)
Bottom right: Kyle Alexander (12) (left) and Anthony D'Virgilio (12) (right)

PHOTOS BY LISA CHEN

MORE THAN GOALS

ANIKO LUNA

Staff Reporter

Homestead's soccer teams' seasons came to an end during sectional competition this year. While both teams hoped to advance further in the tournament, they feel satisfied with their season.

The boys finished their season at 10-6-3.They defeated Northside 5-1 in the first game of sectional play with the help of Josh Holbrook (12) scoring two goals, and three others goals scored by Marco Navarro (11), Pedro Sol-Perez (11) and Parker Neuman (11). However, the team lost in the sectional championship game 3-0 to Warsaw, a team they had tied earlier in the season.

"Warsaw stuck to their game plan on defense and kept pressure on us the whole game," Navarro said.

Although the Spartans did not make many errors during the game, Warsaw capitalized on the few mistakes the team made.

"Warsaw came out really strong in the first half and they had a good game plan to stop our style of play," Conner Williams (12) said.

The top scorers this season included forward Mohamed Almahali (12) with nine goals, and Rocco Zirille (10) with six.

The girls' season came down to the wire in the opening sectional game against a 15-1 Huntington North team. At the end of regulation and overtime, the teams were tied 2-2, sending the team to penalty kicks. The Vikings were able to convert on more PKs, resulting in a 6-5 final score.

That wrenching loss was the last straw of a season full of injuries that plauged the girls' team this year. Alyssa Couch (12) suffered a season-ending injury halfway through the schedule. She had two goals in the season, but more importantly, she was a strong senior leader on the field. Another casualty for the team was Lauren Mollering (10) who also injured her knee during the second to last game of the season against Northrop.

However, there were still reasons to celebrate this season. Olivia Cronenwett (12), one of the captains, feels great about the team's successes this season.

"I feel like our team's success has been amazing," Cronenwett said. "We have fought so hard to beat harder teams in this season. As a team we have come a long way, especially chemistry wise. We are a great team and we are all very close."

Nadia Bedwell (12), also a captain, mentioned the team's chemistry as well, as she explained what has made this season different from the past. "This season, the team chemistry is amazing," Bedwell said. "We are all so close and love each other, but also we work really well together which helps our play."

BACKGROUND PHOTO BY ABBY MCGUIRE

photo by Ellie Denice

2. photo by Anna Terrell

3. photo by Anna Terrell

(background photo) Injured senior Alyssa Couch is helped off the field by the athletic trainers. Couch, a captain, suffered a season-ending knee injury midseason.
1. Captain Nadia Bedwell (12) keeps the ball away from her Carroll opponent. The team lost to Carroll 1-0 Sept. 18.
2. Marco Navarro (11) takes a free-kick during the Elkhart Central game Sept. 16. The game ended in a 1-1 tie.
3. Parker Neuman (11) clears the ball back to the Spartan offense during the Elkhart Central game.

DESIGNED BY ANIKO LUNA

SPEAK

MICHAL SPANJER
Editor-in-Chief

The age of Twitter culture has yet again successfully transformed a grammatical usage error into a trendy speech pattern of ever-changing Internet discourse. In the past year, the word "woke" has grown from a simple past tense verb to encompass a broader, metaphorical meaning. The usage of this word as an adjective (i.e. "He's woke," as opposed to the traditional "He's awake") implies that its subject is conscious of his or her surroundings and awake enough to recognize and care about injustices.

We tend to think of our school as an educated and compassionate community, which in theory would inherently make us woke. But if we take a step back and listen to all of the Holocaust jokes in the hallways and the racist comments casually slipped into conversations at lunch, we realize that, as a whole, we are not as woke as we think we are.

We like to think our world has evolved enough that everyone is now equal, but being woke is understanding that there are several layers to equality, and we have only just begun to break through the surface.

We are allowing the subtle aspects of rape culture, institutionalized racism, and other injustices still ingrained within our society to waltz around in our peripheral vision, as we train our eyes to see with tunnel vision. Tuning everything out protects us from having to deal with it.

Even teachers have made jokes about "spotting a terrorist" with

out understanding how unamusing these types of inappropriate these comments truly are. Some words we think are just humorous sting others or make them feel uncomfortable.

But when someone calls out the weight of these words, they are often labelled oversensitive or hypercritical because we hate when anyone challenges our norms. This is misguided and opressive. When we make someone feel uncomfortable with mindless jokes based on offensive stereotypes, it is not the responsibility of that person to take our words in stride; it's our responsibility to think before speaking.

In truth, being woke is hard.

It requires us to be constantly aware, not only of current events, but also of how our words and actions affect those around us. As Ross Geller would say, "Unagi."

We need to put ourselves into the shoes of others. How would you feel if someone used a word that defines you as an insult? How would you feel if someone believed you were a terrorist because of the way you pray? How would you feel if you felt ostracized from those around you because of factors you couldn't control?

Careless comments can haunt people long after the laughter dies down. It's imperative that we stay woke and realize when our words and the words of others might hurt someone. If you hear something offensive in the halls, call it out. Letting it slide allows these hurtful words to remain our norm. Speak for the silent. Speak for yourself. Speak up.

UP

PHOTOS BY ARIKA AKIN

DESIGNED BY MICHAL SPANJER

NEW YEAR EDITION

SPARTANA

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The Spartana is a monthly production of Student Publications: Newspaper at Homestead High School. Its purpose is to enlighten, educate and entertain. The Spartana has, and may continue to, operate a limited open forum for the free exchange of ideas.

Staff members support the First Amendment in its entirety and oppose censorship in any form. The content of the paper is determined by the student staff. In cases of potentially controversial material, the Editorial Board will meet to decide the content of the newspaper. The staff will be assisted by the adviser in areas of professional ethics and legalities.

Material that is libelous or obscene as defined by Fort Wayne Newspapers or could cause a substantial and material disruption of the school day as defined by the Supreme Court will not be printed. Southwest Allen County School corporation encourages vigorous treatment of a wide range of subject matter, including controversial issues, and student journalists are free to report and to editorialize on events, ideas and issues in their high school, community, nation and world according to Policy Number 4150.

Public input will be accepted from the Homestead community in the form of letters to the editor. Letters must follow standards concerning libel or obscenity. Those that could cause a substantial and material disruption to the school day will not be printed. Letters can be emailed to The Spartana at thespartana@gmail.com.

PHOTO BY LAUREN BERTA

DESIGNED BY ARIKA AKIN

Advice from Former Students

COMPILED BY JONATHAN DAUTERMAN
Writer

What advice would you give to students about staying in contact with your high school friends?

Nate Dauterman (Purdue 2021): It's a lot of work, especially because there are so many kids in my classes and I still don't see my friends. Don't count on seeing them, but you can get around campus to see them...you just gotta make time.

Emma Pearl (IU 2021): It can be worth it. I don't think you should feel obligated in any way to keep up with the people you knew in high school, because even though you're in high school, it's mostly a proximity thing...college is a chance to grow, and people don't usually grow together, they grow apart. Keep in touch with the ones that really matter to you.

Kylie Poling (Ball State 2020): Honestly, it's not worth it. I guess there's pros and cons in staying in contact with your high school friends; most contact with my high school friends is through social media, but it's detrimental to compare yourself to acquaintances from high school.

Amelia Bender: I absolutely think it is, because being in high school is a once in a lifetime thing...it's never going to happen again, and it's really important to keep in contact with those people. But we try to get together as much as possible, and those were the kind of "glory days" and it was really the best time of your life. I definitely recommend keeping in contact with the people you see in high school.

PHOTO COURTESY OF KYLIE POLING

Do you routinely communicate with your family and how?

Emma: My mom is kind of neurotic and crazy, so she texts me everyday...I think that's probably a little much. You need to learn how to be independent, and I'm not saying you should ignore your family, but not having that constant helicopter around you can be good for you.

Kylie: Me and my mom text occasionally, and sometimes she'll call me on my way home from work. A lot of our communication is very short, and we'll Snapchat, so that's a good way to see my dog; but for my younger siblings, I have to talk to them after school but before after school year.

Madison Gendry (IUPUI 2021): Oh yes, yes. I think that is super important when you're in college. Your family is your biggest backbone and can keep you sane in times of craziness.

PHOTO COURTESY OF NATE DAUTERMAN

Do you have more freedom in taking classes in college than in high school? If so, how?

Nate: Yeah, a lot more freedom. I'm doing engineering, so I have to have certain classes in my freshman year, but some of my friends have tested out and are taking optional courses; and you can really take anything at Purdue.

Emma: Yes and no. Yes, you can choose what you want to take. You can put on your schedule, depending on how many classes there are, when you take it. Like in high school, it will often say by what time you have to take it. You have that free range based on what semester you want to choose And like high school, there are required classes, but unlike high school, you can meet those requirements in a bunch of different ways.

Kylie: Choosing classes in college is really independent. You have an academic advisor. Most of the time, I found that going on Degree Works, I found it most beneficial to go through that portal, schedule my own classes, and vary my course load. So you have that freedom to take more classes or less classes.

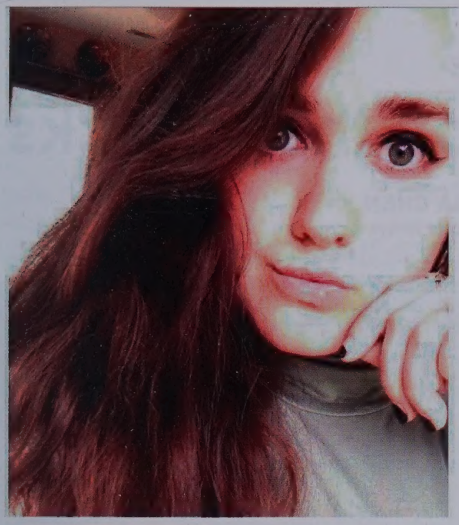


PHOTO COURTESY OF EMMA PEARL

In what areas is college more difficult than high school? In what ways is it easier?

Nate: Teachers grade a lot more strictly, but only some professors. It's also a lot of kids, so you can't always count on the professor answering your question. It is easier because there are so many kids that most of the times, someone's asked the same question as me. Most days, I also have less classes than I would in high school.

Emma: Unpopular opinion, I don't think that college is all that different from high school. Other than the fact that you don't go to high school every day, it's not all that different. Probably the easier aspect of it is that you have more say in what you take and when you take it. It's also easier in a social aspect...for larger universities there isn't much overlap.

Kylie: College is more difficult in the sense that there's not a set schedule, so you have to figure out when to shower, eat, work out, do homework, all because you don't have a set schedule. It becomes a matter of what you want to do each day, and priorities. The easiest part so far is getting out and doing stuff; there's always something going on. It can be a lot more spontaneous and fun, and in high school, you're bound by curfew and rules. So time management is a pro and a con at the same time.

Is it useful to frequently communicate with professors, and how do you go about doing this?

Nate: I email professors a lot. I always email professors for small questions, but if I need homework help, I visit them during office hours.

Emma: I think it for sure depends on the person; when you contact your professor's, email them, talk to them in class, visit during office hours. Just make sure you're getting their attention and making sure you devote time to them and their schedule because they can't accommodate everyone else. The biggest is email.

Kylie: It definitely depends on the class. Sometimes professors are simply there as a tool to convey information, and they're not there to teach, but other times, you'll have a professor who is super engaging, which provides a lot of opportunities outside of class. Normally, when going to their office, students usually aren't there, and if it's not an academic question, it can help to foster that relationship.

Madison: It's very useful, but to be honest, sometimes professors don't care and won't respond. Check "Rate my professor" before you take your classes, because that tells you about them. Contact with them is super helpful.

PHOTO COURTESY OF AMELIA BENDER

PHOTO COURTESY OF MADISON GENDRY

Besides the usual advice of studying frequently, how would you recommend students stay on top of their homework in college?

Nate: Use a planner, do easy assignments as soon as you can because a lot of professors give an easy assignments but with a longer due date. I always try to do my homework the day it's due.

Emma: A vital part of homework is showing up in class, because even though a lot of info is available online...a lot of times teachers will give extra information in class and give personal verbal reminders for assignments in class. Stay on top of your school and personal email. Also, check Canvas frequently.

Kylie: I think the main thing is forcing yourself to get out of your dorm to study. If you're in the library, it's a lot harder to get distracted, which is really top priority.

Amelia: Absolutely stay on top of it, because if you can't work hard, you can't party hard. If you go downhill on that, then you're just kind of going to screw yourself over. Honestly, stay on top of your stuff, stay focused, because in the long run, it's really worth it.

returning state champs are

playing with a target on their backs

LISA CHEN
Sports Writer

As the game clock counted down the seconds until zero, the girls' basketball team knew they had made history. The reigning state champions, the first in school history, have continued their dominant play in the current season. High expectations remain for the girls despite the changing dynamics they face.

"(The team) has changed a lot since we've lost so many seniors, but we take on new roles," Kara Gealy (11) said. "We have a lot of length this year so we're looking to use that to our advantage."

The team lost Indiana Miss Basketball Karissa McLaughlin, Madisen Parker, Jazyme Geist, and Teryn Kline, all current collegiate players. While many players have left the team, during the off season, star Concordia player Sylare Starks (11) transferred to Homestead. Starks averaged 13.1 points per game last season.

Through practice, the team has thoroughly prepared for these new leadership positions.

"We've talked about it with Coach Rod Parker and the team and each of us will step up to fill the leadership roles," Haley Swing (11) said. "With only having one senior this year, we're just developing our roles for this coming year."

Because of the state championship title looming over their shoulder, the team faces a target on its back. However, this target does not frighten the girls.

"We like the target on our back," Swing said. "It means that we're good and we're going to go out every game and play our hardest."

Although the girls are reigning state championships, they still look at areas for improvement.

"We work on defensive transition, talking a lot, and always keeping up our energy," Gealy said.

While the season begins in the fall and lasts into the winter, the team continues practicing throughout the year.

"Over the summer, we developed new skills and became better players," Swing said."We're going to go out and compete every game."

A unique aspect for the team is that most of the girls have played with each other since a young age, creating a greater team bond.

"They're a great group of girls and very talented," Swing said. "Our chemistry is really good and it's nice playing with your friends."

Ultimately, the team is looking to head back to Banker's Life Fieldhouse for another state championship run.

"(Our goal is to) make it back to state again and win the six championships that are possible to win," Gealy said.

Sydney Graber (10)

Homestead fan, "Jesus Jim"

photos by Yana Weir

Haley Swing (11), left, prepares to pass the ball. Below, Lauren Selking (12) dribbles the ball down the court.

Sylare Starks (11)

Homestead fan, Aaron

Kara Gealy (12)

1 Senior
7 Juniors
3 Sophomores
1 Freshman

DESIGNED BY BETHANY VILLARUZ

Ms. Libbing meant the world - joy, caring, hope, and love - to me. Back in the early 2000s, I requested her to substitute for me in the math classroom. She was one I knew I could count on to love my students while holding them accountable. When she took the Seminar position four years ago, I knew again that she would do the same for so many of our students as they transitioned to high school.

Ms. Libbing was full of life. She had a positive comment for every student and adult she encountered. In this way, she was a bright light for all people.

My favorite memory of her is how she was full of funny sayings. She would send notes to others with business intentions, but start them off with a goofy little saying. One time, after the day was flying by for her doing NWEA makeups in Seminar, she said "I feel like a one armed paper hanger in a windstorm."

Reading most of the over 700 notecards that were written by students grades 9-12, the common theme was that she made every day a better day to so many. Her positive words, her encouragement, her obvious love for people, her care for every student, were only the start for how she made Homestead a better place.

"Her smile every day when I walked in the room...I knew I was going to be ok."

-Jen Bay, Assistant Principal

I remember when I first got moved into her seminar due to a schedule change and I just remember her making me feel so welcome and being so sweet. I was sat at the desk right next to her and I loved talking to her and I would do her printer runs and it was just nice getting to see her every 7th period. Something I admired about her was that she truly cared about her students, she was so caring and treated us like her own children. She was understanding and supportive and all in all a great supervisor. She got us to work and would help us with our homework and would help us put together plans to get our grades up. I know a lot of people didn't get to know her like others but for those who didn't she truly was an amazing person and loved you all. Mrs. Libbing will be missed and will always be remembered, rest in peace Mama Libbing.

-Kanyon Schlatter (11)

It seems as though Ms. Libbing's passing has left a trail of broken hearts throughout the school she was so fond of. She was such a fun loving and positive person, often sharing a radiant smile for those who crossed her path. I was fortunate enough to know Mary Libbing both inside of school and out. When Ms. Libbing accepted the position in the seminar room four short years ago it was a great day for Homestead High! We were confident that she would be a good fit with students, staff and administration, little did we know she would far surpass those expectations. The kindness and concern she showed others was a testament to her character. My hope is that we may honor her memory by treating each other the way we wish to be treated, as she did so effortlessly.

"Don't cry because it's over, smile because it happened."
Theodor Seuss Geisel

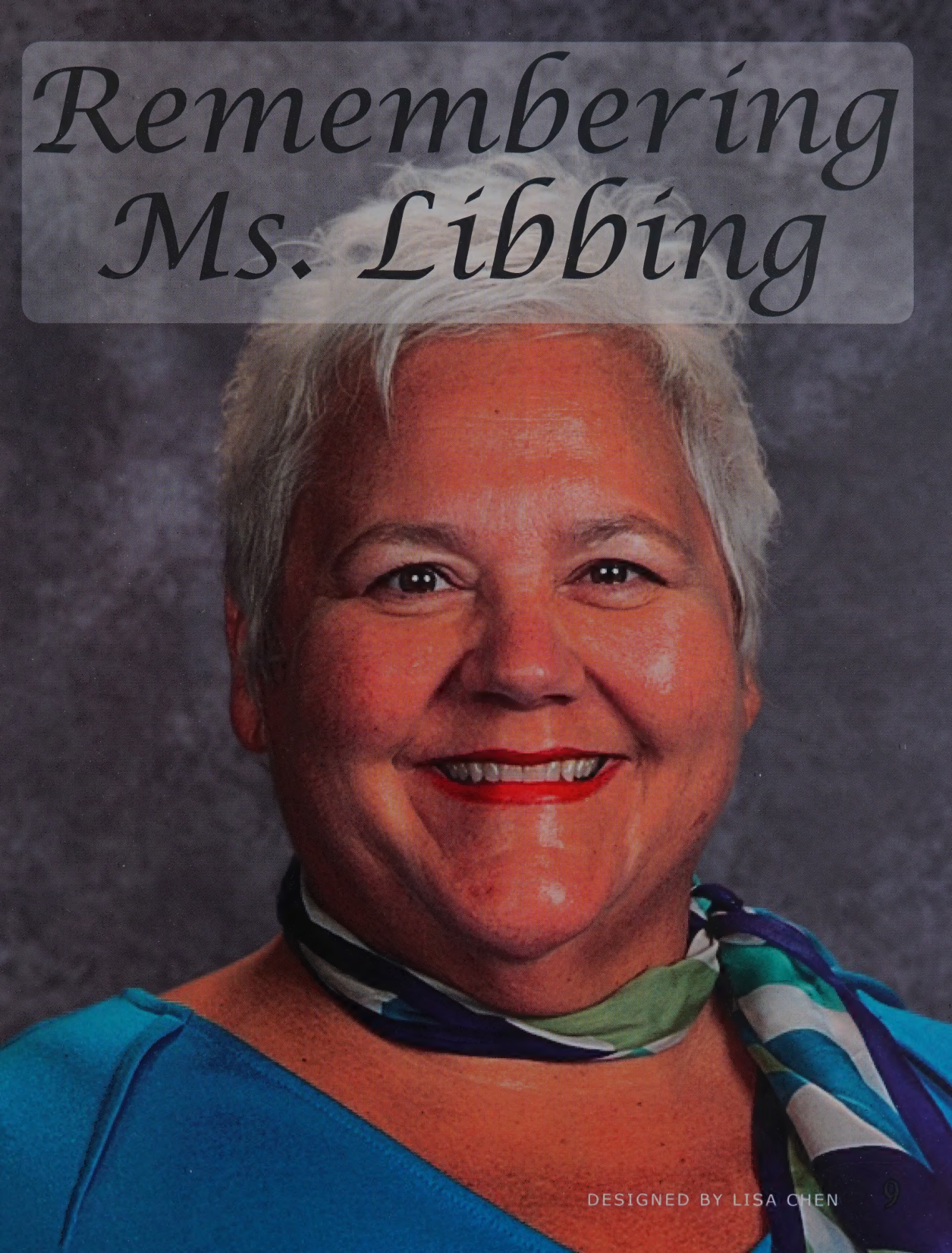
-Nina Addis, Freshmen Academy administrator

Remembering Mary Libbing...

I knew Mary a number of years. Part of her family lived just across and down the street from us for quite a while. I would often watch from the yard or front porch as she shuttled her sweethearts to and from sporting events, classes, jobs, and the lake. We would exchange cheerful conversation as her "taxi" made its familiar stops; I'd even help load a pet or two in her vehicle on occasion. Her many nieces and nephews have grown and are growing to become gifted, talented young adults-something of which she was so proud. Those "13 Blessings," as she so often referred to her nieces and nephews, were a significant source of pride for Mary, as was her family. She was deeply devoted to them, and dearly loved them. Clearly, Mary's family treasured her even more—as we did. Her love for life, her passion for art and books are just a few things we had in common, along with many mutual friendships. I'll fondly remember our conversations and great laughter over lunch—which always flew by! Mostly, I'll miss that bright smile, cheerful personality, and those twinkling eyes which welcomed everyone. What a gift to have known her...

-Sherry Yoder

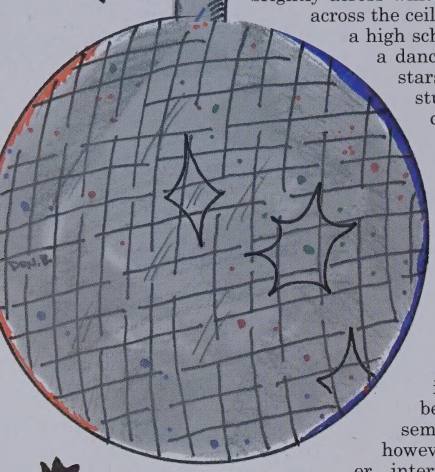
Remembering Ms. Libbing



DESIGNED BY LISA CHEN

Falling For Autumn

MIKAYLA HAVISON, ARIKA AKIN
Guest Wirter, Executive Editor



Small fairy lights shine brightly across white tapestries hung across the ceiling, transforming a high school cafeteria into a dance floor under the stars. Lanterns guide students along the dimly lit passage to a land of autumn, music, and celebration. This set the scene for a semi-formal dance that many did not want to leave.

This year, Homestead enjoyed another iteration of the beloved winter semi-formal dance; however, due to weather interfering with the date of the event in the past, it became a fall semi-formal dance on November 18. Embracing the new date of the event, student government chose to make this year's theme for the dance, Falling for Autumn.

"I think it's better earlier in the year than later because it's not near the end of the semester, where students are pressured with finals and semester exams," Madison Barnhardt (10) said.

The change of date was not the only feature that students enjoyed at this year's dance.

"I loved the decorations, they were perfect for fall and it looked awesome," Arianna Case (9) said.

In fact, many students believed the decor of the event to be more than up to par. According to Riley Floor (12), this event was better than prom.

"(The theme was) kinda different, but I thought it was pretty," Floor said, "I thought it was honestly a lot more fun than prom."

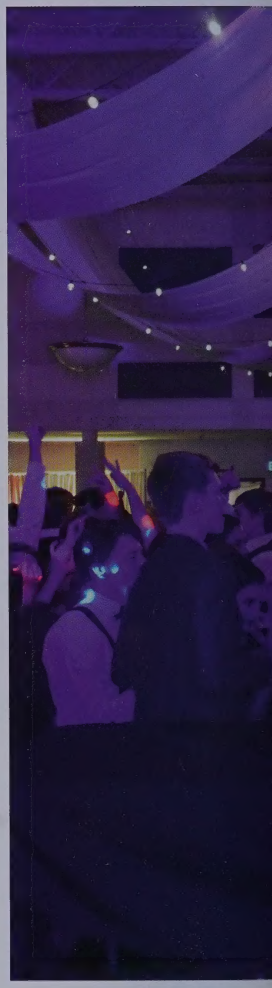
Though many students are in agreeance with the idea of semi being a truly spectacular event, some are in disagreement over the excitement.

"As an upperclassman, I could almost (not) care less. Prom is the big one," Ben Wells (12) said.

This year, the sophomore group of student government worked with designers at A Party Apart to put together every aspect of the dance. From the planning experience, some of the students from the committee learned many valuable life experiences.

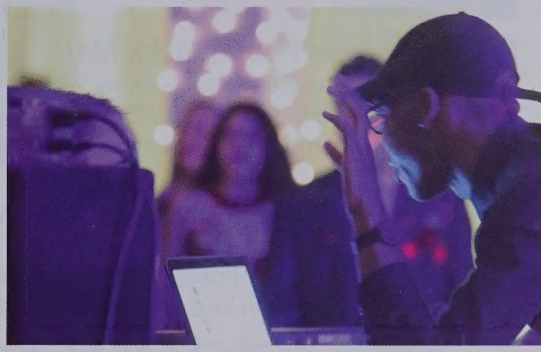
"(I learned a lot about) time management," Harper Harris (10) said, "We didn't really manage our time at the beginning and then we were rushing at the end, but overall it worked out."

For many students, semi-formal has brought unexpected changes. Whether it is a new significant other, memorable experience, or newborn reputation for their amazing dance skills, many agree that they fell for Falling for Autumn.



Below: November 18, students gather in the transfromed Cafeteria and dance to music provided by Homestead DJs. Many students preferred dancing with their shoes off.

Below: Trevin Taylor (11) looks for his friend on the crowded dance floor. This year, student government sold more tickets than last year.
Below: Kammari Kendrick (12) plays music for the students on the corwded floor. "The decorations looked a lot better, and the music just was louder [than prom]," Mackenzie French (12) said. "The overall experience was just way more fun."



Far Left: Luke Goode (9), smiles while talking with friends and listening to the music of the evening. Prior to the event, many students went out to eat with friends or their date.
Left: Ryan Kerr (11) and Angelina Sedlaczek (10) enjoy each others' company while dancing together on the crowded floor. Some students chose to go with friends or their significant others to the dance.
Right: Mayson Plesko (12) addresses the crowd of students on the dance floor.

ART BY DONOVAN BOBILYA
PHOTOS BY SHELBY CLAUSEN

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A total eclipse of the sun passed over America, and thousands of viewers wore special eclipse glasses to protect their eyes as they watched ...

Vegas attack marks deadliest mass shooting in US history

The Spartana - Jan 21, 2017

In the aftermath of a devestating terror attack on Las Vegas concertgoers police and other authorities struggle to determine the perpetrators motive ...

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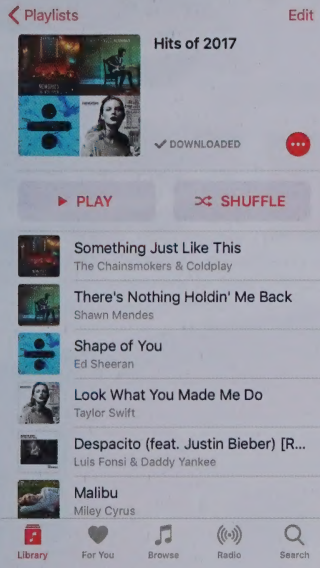


ing of 017 trends and entertainment

memes and internet culture

- Fireflies by Owl City
- the floor is lava
- blinking guy

- Spotify playlists
- covfefe
- Roll Safe

these were the best memes of 2017

tHEsE WeRE tHe bEST MemEs oF 2017

- nothing but respect for MY president
- distracted boyfriend

- Snapchat hotdog
- Saturdays are for the boys

Lifestyle

- fidget spinners
- slime
- pop sockets

Clothing and Beauty

- tracksuits
- camo
- band tees
- ripped jeans
- mom jeans
- cropped sweaters
- choker shirts
- lace up shirts

- off the shoulder shirts
- cold shoulder shirts
- layered necklaces
- Fenty Beauty
- sheet masks

Movies and TV

- This is Us
- 13 Reasons Why
- Riverdale
- Beauty and the Beast Live Action
- Wonder Woman
- It
- Stranger Things

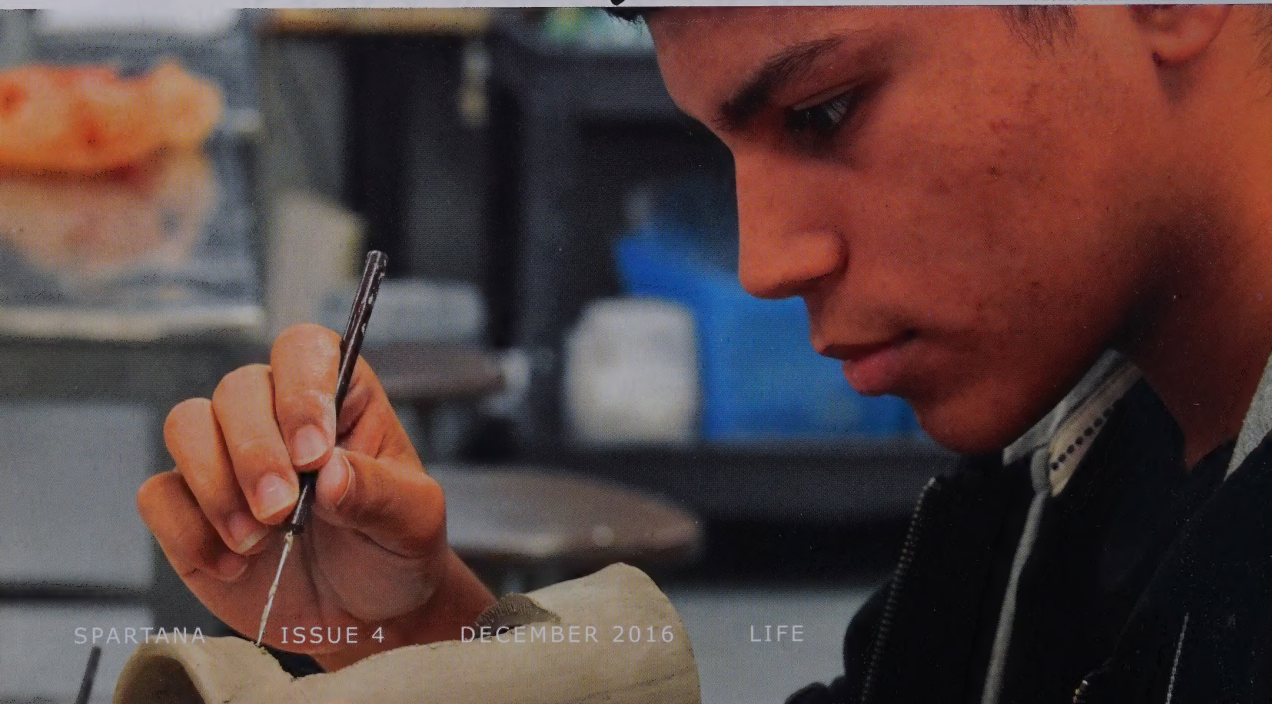
PHOTO BY MICHAL SPANJER

PHOTOS COURTESY OF FLICKR, CNN, BBC, LOS ANGELES TIMES, BEYONCE ON INSTAGRAM, THE ATLANTIC, NBC NEWS, GOOGLE NEWS, APPLE MUSIC, COMPLEX, THE GUARDIAN, NEW YORK MAGAZINE, AND DAILY MAIL

DESIGNED BY MICHAL SPANJER

BECOMING A *spartan*

PHOTOS BY TRENTON CREMEANS



ANIKO LUNA

Writer

My first year at Homestead has been filled with positivity, respect and kindness. The environment here is great for learning. Moving from Wayne was definitely a change, but I'm used to it now and am comfortable here. The schoolwork is definitely overwhelming at times, having homework in nearly every class each day, along with online assignments, but that is just a step toward being successful in life. I knew coming to Homestead would strengthen me academically, and greaten my chances of getting into my dream college.

Also lunch is much better, as the food is actually warm here and there is more to choose from. I've heard there have been lunch changes this year but I wouldn't know. Either way, lunch is definitely something I look forward to each afternoon knowing I can eat something I like.

Sports here are more exciting, as well. Going to the football games on Fridays was definitely a highlight earlier in the semester. I went to every home game, and I plan on doing the same for basketball. The student section is always pumped and keeps the crowd alive the whole game, I can only imagine how loud they will be for the upcoming basketball games. Not only does the section make the game amusing; we actually win!

Not being able to have our phones any time throughout the day (not even at lunch) is a huge change. I do think though, not being able to use a phone keeps me engaged during class time and keeps me from standing around in the hall during passing period so I can get to my class before the bell.

Study hall is also new to me. It's very helpful when it comes to completing assignments due that day, although study hall replaces a class I've dropped which means I earn two less credits this year, but I am still well on my way to graduate.

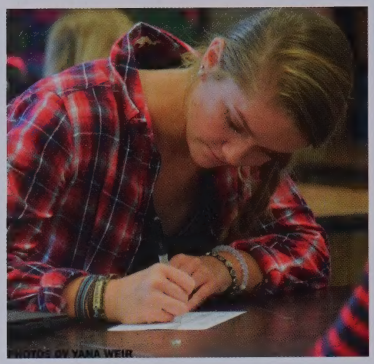
Having my own labtop is new. It's great, and it helps with school because I'm able to access assignments wherever and whenever I need them, and I'm able to work on things even when I miss a day of school. Being able to complete schoolwork on a school cancellation day is helpful.

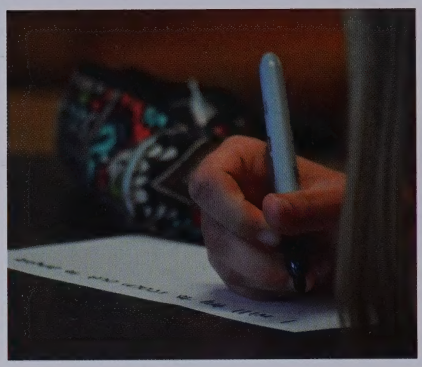
Having to ride the bus with middle schoolers is probably the only thing I dislike about Homestead. I know it helps transportation be more efficient by getting kids home all at once, but the bus is just way too packed. My bus got to the point where kids began to sit in the aisle due to no seats being available.

Other than the bus ride home, I can say I like it here at Homestead, considering I will be driving soon.

Before coming to Homestead from Wayne, I've heard of Homestead as "the all-white school." Although Homestead is known for its lack of diversity, that doesn't make me feel out of place.

PHOTO BY ALANA HAUPERT





PHOTOS BY YANA WEIR

Networking for a CHANGE

LISA CHEN
Sports Editor

As people around the country spend hours online and in shopping malls searching for the perfect holiday gifts, others struggle to put food on the table. Homelessness, a recurring crisis in the United States, affects families in the Fort Wayne community as well. Vincent Village, an organization located downtown, provides support to homeless families in an effort to assist in the rebuilding of their lives.

Recently, the club, the Network partnered with MudLOVE to sell the company's bracelets, which say "Be the Change," as a fundraiser for Vincent Village. The Network sold MudLOVE bracelets because of the familiarity of the company and its close origins.

"Our involvement with Vincent Village is a part of us trying to be the change," Grace McGuire (11) said. "By selling those bracelets for $10, all of the profits will go to their organization."

While there are many homeless shelters, Vincent Village differs in that it is the only transitional facility for families. In most shelters, men and women must live separately, but the combining of units at Vincent Village allows families to stay together. For example, each family is provided with their own room.

"We decided to partner with Vincent Village because of how important transitional homes are to the homeless families in Fort Wayne," Catherine Milne (11) said.

Not only does Vincent Village provide family units for housing, they provide services that enable people to escape the cycle of homelessness. For example, tutoring services are provided to kids after school.

The meaning of "Be the Change" on the bracelets is a part of how the Network strives to change and influence others for the better. In the end, the Network sucessfully raised over $1000 for Vincent Village.

"In the bigger picture, we are trying to be the change through all of our involvement in the community," McGuire said. "One way is through Vincent Village and we are going to continue to expand that."

The fundraiser provided a positive change for the club.

"I think we've grown closer as a club because it took everyone in the club to be a part of the fundraiser in order for it to be so successful," McGuire said.

Through other projects such as the Positivity Campaign, the Network has proved to serve its mission. In the Positivity Campaign, students wrote down positive goals, which they would strive to achieve, on index cards.

"The goal of the Network is to make a positive impact on Homestead and the community," Milne said.

Want to help Vincent Village? Join the student ambassador club by getting the Vincent Village app or email dandorfer@vincentvillage.org to become a volunteer.

Learn more about
Vincent Village

The only transitional homeless shelter in Fort Wayne serving family units

Vincent House

The Vincent House provides temporary housing to homeless families while they work toward levels of self-sufficiency and prepare to move into their own housing. Families are provided their own room and utilize Vincent Village services to gain a stable, livable income.

Permanent Housing

When families are able to hold a stable, livable income, they can move into permanent housing after living in the Vincent House. Vincent Village provides privately subsidized housing in which families pay for rent and utilities. However, they still have the support of the Vincent Village community.

HOME Academy

The HOME Academy offers clients who are unemployed or underemployed in, intensive daily workshops that focus on building employment skills, communication skills, self-confidence, wellness, and exposure to post-secondary education options. For example, tutors help clients with resume building.

Youth Programs

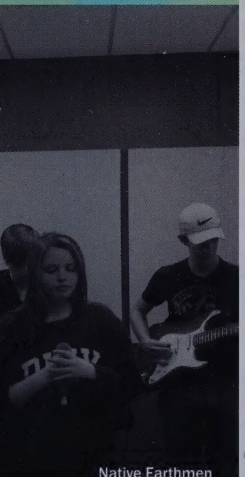
Vincent Village offers tutoring services, a specialized literacy program, educational and enrichment activities, and emotional development programs for children. Vincent Village partners with Fort Wayne Community School to provide continuous schooling to Vincent children.

WITHOUT MUSIC LIFE WOULD B-FLAT

Overlook

Ward's bluegrass-folk band

Questionable Pineapples



Native Earthmen

PHOTOS COURTESY OF THE BANDS

JESSICA MELVIN
Guest Writer

The lights are low and the air is light. A crowd of thousands sway and bob to the music that sends waves throughout the stadium as the band translates their emotions into song.

The musicians, former Homestead students, ride the high of fame and expression.

This is the dream of many students. Teenagers in all grades are making their mark and following their passion, whether they play music live with a band or on social media as solo artists.

"Music has always been my safe place," Tamia Beverly (11) said. "That's probably why I'm trying this band thing out."

Beverly is in a four-month-old music duo called Questionable Pineapples.

Paul Ward (10) sings, as well as plays the bass guitar and cello, in a bluegrass-folk band.

"The band was created around four years ago," he said. "This is the end of my second year with them."

Ward says he got into the music scene "super early."

His influences were "probably the fact that my older sister had started playing an instrument and that my parents were also very musically involved," he said. "I was constantly surrounded by music making."

Colin Christenson (10) also credits his upbringing for his interest in music.

"When I was younger my dad was a band director so I was constantly around music," Christenson said. "After that I got involved with Rock Camp at the Sweetwater Academy and I really fell in love with being in a band and playing with other people."

T.J. Gillespie (10) plays rhythm guitar and sings for a band that he and his brother started last year. "I played piano all through middle school, and freshman year I picked up the electric guitar."

Now, he runs heavy_metal.riffs, an Instagram of guitar covers whose follower count is steadily climbing.

One of the youngest bands, started a month ago, is the alternative group The Native Earthmen.

Jake Dobler (9) is their bassist. He said he picked up the bass at the recommendation of bandmate and close friend Easton Hensley (9), who plays guitar. Brett Hansen* (9) shares guitar duty with Hensley.

"One day I was playing Green Day Rock Band and I said, 'Hey, I'm going to memorize this whole song,' and I played it without looking at the screen. I figured, if I can play that, I can learn guitar," Hensley said.

Though it may be surprising, some musicians listen to a different style of music than they play.

For instance, Ward cites "Geddy Lee of Rush, Victor Wooten, Eddy Van Halen, Chester Bennington of Linkin Park, John Frusciante, and Kirk Hammett of Metallica" – all rock or metal musicians, none particularly folksy - as his inspirations.

Gillespie, also a Metallica fan, finds that his band plays his favorite kind of music: metal music. "We play a lot of hard rock and heavy metal – kind of darker and deeper."

Though few bands have members who all love of the same type of music, variety in taste is often beneficial.

"Jake likes alternative, but Brett and I prefer classic rock. We still like alternative, though," Hensley (9) said.

"In Overlook [Christenson's band], any covers we play are songs that we all really enjoy," Christenson said. "The reason we play such a large variety of music is because everyone in the band has a super diverse taste in music."

He said this contributes to the band's "unique sound."

Anyone who has a passion for music can make strides in the scene. "Personally I have a lot of anxiety and [playing music] really helps me express myself and come out of my shell more," Beverley said.

Music is a lifelong passion, even though not everyone who plays music in high school wants to pursue it as a career.

"I really want to help those in the autism spectrum so I might just find a way to incorporate both [music and service into a career] depending on how I feel in the future," Beverly said.

"I definitely plan on pursuing a musical career, but I plan to go to college as a backup," Logan Weaver (10), DJ at Lozar Music, said.

There are college programs that involve music production and study, though many musicians choose to forgo institutional study and try to freelance their way.

Dobler, Hensley, and Hansen take a similar stance. "I would definitely consider studying music technology [in college], but not performance," Hensley said.

Ward is not set on pursuing music as a career, but he says it is near the top of the list of potential pathways.

"If I would say if I were to pursue music as a career, I would go either into performing arts or music producing/recording."

Gillespie has dreams of breaking onto the metal scene like his inspirations did.

"I plan on just trying to play as much and anywhere that I can to try and, like, make it big, I guess you could say," Gillespie said.

Having friends in the music scene can be beneficial to gaining popularity. "You need connections," Weaver said.

"You need to reach out to people, whether that means putting ads out or anything," Weaver said. "All it takes is one person that likes what you do to share it with their friends who probably share the same interest."

"Get out there, find people who like the same type of music as you. If they don't have a passion for your genre of music, don't play with them," Dobler said. "There's nothing worse than being stuck playing music you don't care about."

"I play drums, ukulele, guitar, piano, and I sing. I would recommend learning multiple instruments," Hensley said.

Playing for a live audience or seeing interaction from internet followers can be an exhilarating and confidence-boosting experience.

"My favorite [experience] was probably the last concert I played," Ward said. "The ability to be able to connect with an audience and make people happy just doing something you love is probably my very favorite feeling; it's just so surreal."

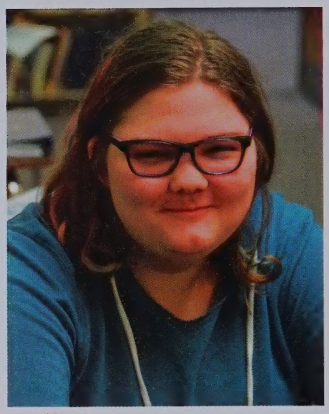
"My favorite memory was playing at Rock the Plaza downtown over the past summer," Christenson said. "At that point it was the largest gig any of us in Overlook had played. Looking out to see all the people was something I don't think I'll ever forget."

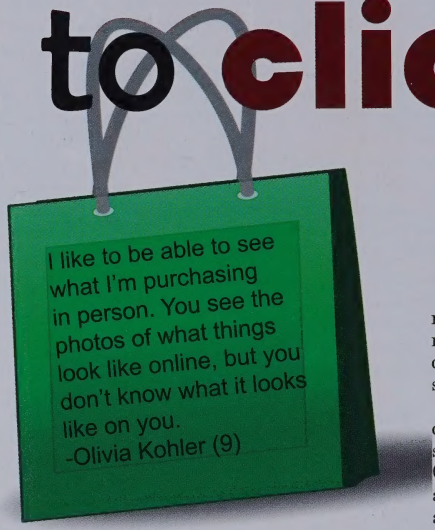
The independent music community at Homestead is welcoming and happening. All it takes to follow the dream is a dash of passion and the right opportunity, just like these students found.

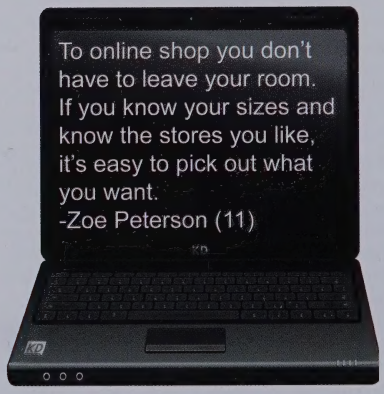
*As of December 3rd, Hansen has left the band.

To click or not to click

Don't fight the crowd when you can holiday shop from the comfort of your own phone




I like to be able to see what I'm purchasing in person. You see the photos of what things look like online, but you don't know what it looks like on you.
-Olivia Kohler (9)


To online shop you don't have to leave your room. If you know your sizes and know the stores you like, it's easy to pick out what you want.
-Zoe Peterson (11)

PHOTOS BY ALANNA KOUSMA AND ASHLEY FITCH

JONATHAN DAUTERMAN

As a result of rising usage of the Internet to shop, online Christmas shopping has not only begun to rival traditional, physical store-shopping; but even surpass it in some areas.

To be specific, according to a CMO.com poll, 72% of Millennials now say they shop for gifts online before going to a store (whether this be to pick up the gift or find a physical copy because there wasn't an available online one); 50% say they often shop online without the intention of buying anything; and 36% say that they only shop for necessities, and of that group, about one-third (so roughly 12%) have said that they are willing to pay full price.

Naturally, this has led to the debate over whether online or traditional shopping is superior.

It's important to note that often, shoppers will favor one method over another simply because of circumstantial reasons; one might live close by or far away from any decent shopping areas, and have slow or fast Wi-Fi that makes shopping easier for them by default.

Traditional shopping, while sometimes inconvenient due to locations of stores being far away, does undoubtedly have its perks. For one, stores are generally close together, so it is easier to knock out multiple different gifts at once; by contrast, many online shopping gifts will feature different categories and processes for shopping for different gifts if they don't come from the same store.

In traditional shopping, there are also generally more reliable prices from store-to-store and year-to-year, with large sales as the exceptions (such as Black Friday). This makes predicting prices easy for repeated shopping trips to the same or similar stores over time.

Interestingly, advances in online shopping has made traditional shopping easier,

in that to compete, many large stores such as Walmart and Target offer consistent discounts for items that are sold online. Furthermore, the stress of waiting because of shipping time is removed entirely if you are shopping locally, and when you shop traditionally at stores, you can actually get advice and recommendations from the staff of the store. This is often more helpful than online customer service, which is often overcrowded and plagued by long hold times.

Despite all of these advantages, traditional shopping has some fairly obvious limits. First and foremost, having to actually, physically go shopping can be much more of a chore compared to online shopping. In addition, you often have to wait for longer periods of time if you are shopping during a major sales event, such as Black Friday; while Internet traffic can exist in online shopping websites, especially for major events such as Cyber Monday, it generally isn't as bad as the physical crowdedness of stores during traditional sales.

As previously touched upon, traditional shopping is more problematic if you live far away from major shopping stores and/or if they are far apart from each other. The risk remains of the gift or even the store itself being damaged, which is far less likely in online shopping.

Beyond all of these immediately apparent disadvantages to traditional shopping, one of the less-considered but still equally relevant and annoying disadvantages is the few parking spaces available as a result of many people all shopping at similar, nearby stores during the days and even weeks before Christmas.

On that note, many of the aspects that make traditional shopping so tiresome are what also make online shopping so appealing. For one, at doesn't require any sort of transportation, a huge bonus if you are shopping for a particular product not sold at any nearby stores. In addition, as noted by news outlet The Balance, it is not uncommon as time goes on for online shopping to be preferred when buying a newer product. This is because a store will not often have as many copies of a newer product as what is available online, so the prices will be more expensive than they would be if one was shopping online.

While this generally differs depending on the format of the website, it is often quick and easier to find products online than it is to find them in stores. As noted by The Odyssey, this is made even faster and more invaluable by online filters, which can make online shopping even quicker than it already is.

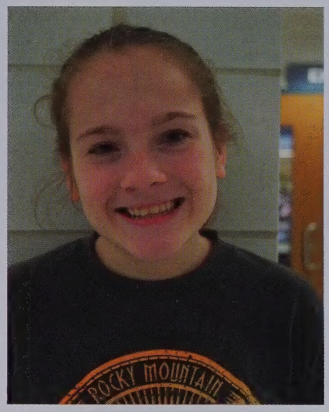
Various different online shopping websites means that several different variations of the same gift can be available at the same time, which makes looking for the cheapest version of a product extremely easy, compared to the effort of going from store-to-store in traditional shopping trying to look for inexpensive variations of the same product. Budgeting is also generally easier because of this and the fact that most sites, like Amazon, clearly show both the price of each item and the total cost

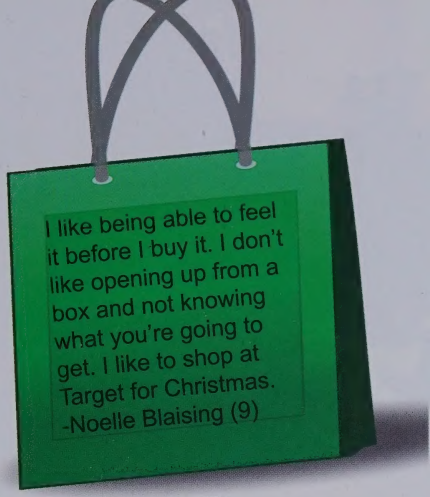
Finally, there are no specific shopping hours for online shopping, unlike actual traditional stores.

While these are all wonderful aspects of online shopping, it is not without its flaws. As previously mentioned, online shoppers are just as prone to the same problems as other Internet users, such as bad Wi-Fi. In addition, while varying prices and many options is universally thought of as a benefit to online shopping, as noted by Time magazine, there is sometimes inconsistent quality or quantity between products either in the same or different shopping sites.

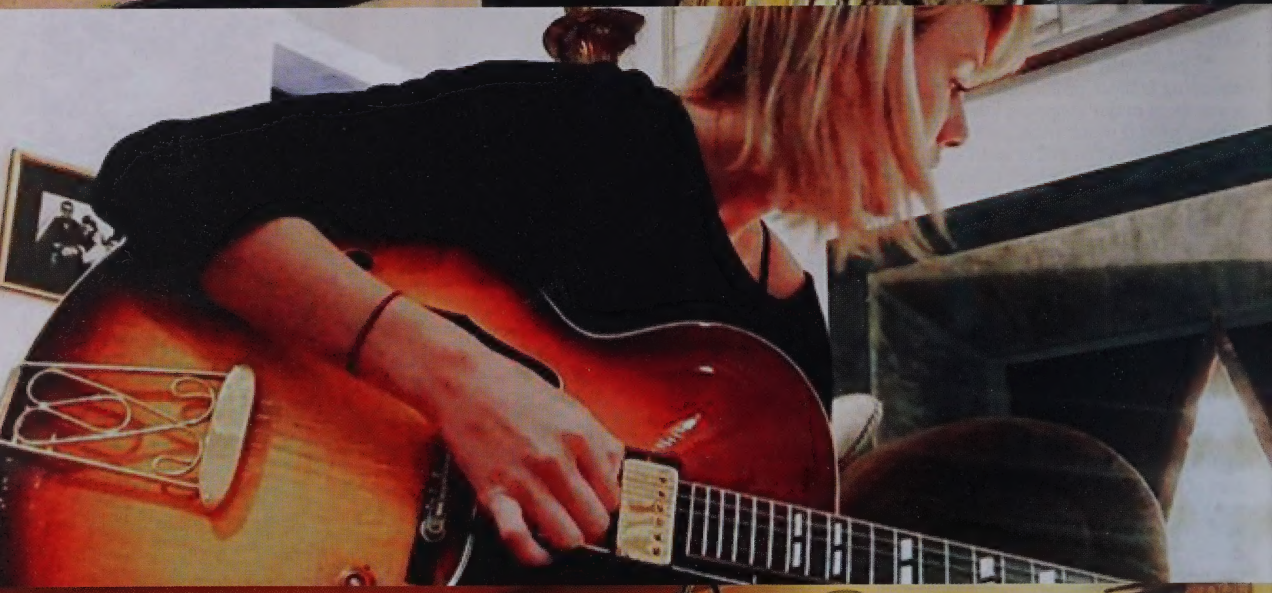
In addition, the aforementioned online customer service is generally less reliable than simply getting help from the employee of a shop you are traditionally shopping in.

These flaws of online shopping, while apparent, no doubt, are still not enough to make it less reliable and faster than traditional shopping. In the last several years, online shopping has proven itself to be superior than traditional in many of the categories I've mentioned (prices, quickness, organization), and while traditional shopping does have its bonuses (namely physical sales, and on occasion, slightly lower prices and more consistent quality), online shopping is clearly the better of the two here.




I like being able to feel it before I buy it. I don't like opening up from a box and not knowing what you're going to get. I like to shop at Target for Christmas.
-Noelle Blaising (9)

If you go to the store you can see the object and know it's legit. Costco is fun. Best Buy is also great. This year I am shopping for teddy bears dressed as Santa.
-Ethan Ruth (9)



PHOTOS COURTESY OF TAYLORSWIFT ON INSTAGRAM

call it what you want

TAYLOR'S REINVENTED REPUTATION

MICHAL SPANJER

Editor-in-Chief

Taylor Swift's long awaited sixth studio album, "reputation," is her most honest and powerful creation yet. The album, released on Nov. 10, embodies her resilience and refusal to back down or fit within anyone else's walls. She explores what it is to be human, flawed, free, and in love.

After the Kanye vs Taylor drama of last year led to an abundance of negative press for Swift, as well as the trending of #TaylorSwiftIsOverParty on Twitter, she is redefining herself. The album centers around the way Swift dealt with the downfall of her empire, and how she slowly rebuilt one with a stronger, more honest foundation. Even after her "castle crumbled overnight," she's "doing better than (she) ever was." She doesn't gloss over her mistakes or try to patch up her shattered reputation; she instead admits her own faults and reminds her listeners that she is still human, despite her celebrity status.

Bowing out of any inzterviews for promotion, Swift lets her music do the talking. From the vulnerability of lines like "my reputation's never been worse so he must like me for me" to the conviction of lines like "if a man talks s*** then I owe him nothing," Swift captures all of her own intricacies and emphasizes the idea that she is more than what the public sees her as. As she says in a letter included with her album, "humans are intrinsically impossible to simplify. We are never just good or just bad. We are a mosaic of our best selves and our worst selves... a mixture of selfishness and generosity, loyalty and self-preservation, pragmatism and impulsiveness." She is no exception to any of this.

After letting go of negative people and spending time out of the public eye for the first time in over a decade, Swift assures her audience that she is the happiest she's ever been. She explains through her lyrics that the destruction of her reputation allowed her to see who her real friends are — the ones who "don't care about the he said, she said."

On the flip side of the angsty opening songs, Swift concludes her album with lighthearted love songs. These songs carry the same deeply emotional type of lyrics Swift is known for in her breakup songs, but center around lasting love instead of heartbreak. The most beautiful song on the album, by far, is New Years Day, a soft ballad that ends the album. In this song, Swift promises her lover that she will stay, even "when it's hard or it's wrong or (they're) making mistakes." In return, she asks that he "please never become a stranger whose laugh (she) could recognize anywhere."

The depth of this album does not end within the lyrics; Swift's tunes are as catchy as ever, but she adds to them by experimenting with new sounds. From the bubbling infatuation of the dings in "Gorgeous" to the dark undertones of "Look What You Made Me Do," Swift truly captures the essence of every song within the subtle melodic details.

However, the album has its imperfections. At first listen of "Look What You Made Me Do," self-proclaimed swifties wondering if the "old Taylor" -- the one who wrote beautiful lyrics and soft melodies -- was truly dead. Swift, however, assured her audience with additional songs on the album that she had not lost her talent of capturing the most complex emotions and fitting them into lyrics. The only aspect of her that was gone was the part of her that had been so concerned with maintaining her reputation over the past decade in the limelight. The new Taylor has overcome the fear of presenting her true self to her audience, accepting the consequence of letting the public into her most vulnerable moments.

In an interview she did at age 18, Swift explained that, in ten years, she hoped to be headlining her own tour, maintaining a close relationship with her fans, and putting out music that would evolve as she evolved. Having just turned 28, Swift recently announced a stadium tour starting in May, invited 500 fans over to her house to listen to reputation before it came out, and released her strongest, most sincere album yet.

FINALS SCHEDULE

DAY #1 – Wednesday, Dec 20
Period 1 – Class – 7:45 – 8:38 (53 min)
Period 2 – EXAM – 8:44 – 10:14 (90 min)
Period 3 – Class/Lunch – 10:20 – 12:01
A Lunch……10:14 - 10:41
B Lunch……10:41 - 11:08
C Lunch……11:08 - 11:35
D Lunch……11:35 - 12:01
Period 5 – EXAM – 12:07 – 1:37 (90 min)
Period 6 – Class – 1:43 – 2:35 (52 min)

DAY #2 – Thursday, Dec 21
Period 1 – EXAM – 7:45 – 9:15 (90 min)
Period 3 – EXAM – 9:21 – 10:51 (90 min)
Period 4 – Class/Lunch – 10:57 – 12:38
A Lunch……10:51 - 11:18
B Lunch……11:18 - 11:45
C Lunch……11:45 - 12:12
D Lunch……12:12 - 12:38
Period 6 – EXAM – 12:44 – 2:14 (90 min)
Period 7 – Class – 2:20 – 2:35 (15 min)

DAY#3 – Friday, Dec 22
Period 4 – EXAM – 7:45 – 9:15 (90 min)
Period 7 – EXAM – 9:21 – 10:51 (90 min)
Dismissal – 10:51 AM

SPARTANA

JOINING THE FAMILY

RYAN TERRILL

Hi! I am Ryan Terrill and I am a sophomore. This is my first year being involved with the Spartana, and I am excited to be a part of it. I hope that you enjoy the content that I will create this semester!

JESSICA MELVIN

Hi, I'm Jess, a sophomore who joined the Spartana team this semester. While I've always loved to write and be creative, Journalism I really opened my eyes to the wonderful world that is publications. As of now, I don't have a specific position on staff, but I hope that, in time, I can find my niche.

MIKAYLA HAVISON

Hi! My name is Mikayla. As a new member on the Spartana staff, I hope to use my analytical mindset to write opinion pieces and news stories that will positively impact readers. I am also looking forward to improving my photography and page design skills.

EMMALYN MEYER

Hi, I'm Emmalyn! I'm a freshman and this is my first year on the Spartana staff. I joined the Spartana because I love to write. Journalism has given me more of an appreciation for news, and I've enjoyed writing to inform others. Writing for the Spartana has also allowed me to further develop my social skills.

Spartana Staff

Editors-In-Chief
Michal Spanjer
Arika Akin

Online Editor
Jonathan Dauterman

News Editor
Lauren Berta

Opinion Editor
Lauren Berta

Life Editor
Lisa Chen

Sports Editor
Lisa Chen

Writers
Mikayla Havison
Jessica Melvin
Emmalyn Meyer
Ryan Terrill

Adviser
Terri Nowak

Editorial Policy

The Spartana is a monthly production of Student Publications: Newspaper at Homestead High School. Its purpose is to enlighten, educate and entertain. The Spartana has, and may continue to, operate a limited open forum for the free exchange of ideas.

Staff members support the First Amendment in its entirety and oppose censorship in any form. The content of the paper is determined by the student staff. In cases of potentially controversial material, the Editorial Board will meet to decide the content of the newspaper. The staff will be assisted by the adviser in areas of professional ethics and legalities.

Material that is libelous or obscene as defined by Fort Wayne Newspapers or could cause a substantial and material disruption of the school day as defined by the Supreme Court will not be printed. Southwest Allen County School corporation encourages vigorous treatment of a wide range of subject matter, including controversial issues, and student journalists are free to report and to editorialize on events, ideas and issues in their high school, community, nation and world according to Policy Number 4150.

Public input will be accepted from the Homestead community in the form of letters to the editor. Letters must follow standards concerning libel or obscenity. Those that could cause a substantial and material disruption to the school day will not be printed. Letters can be emailed to The Spartana at thespartana@gmail.com.

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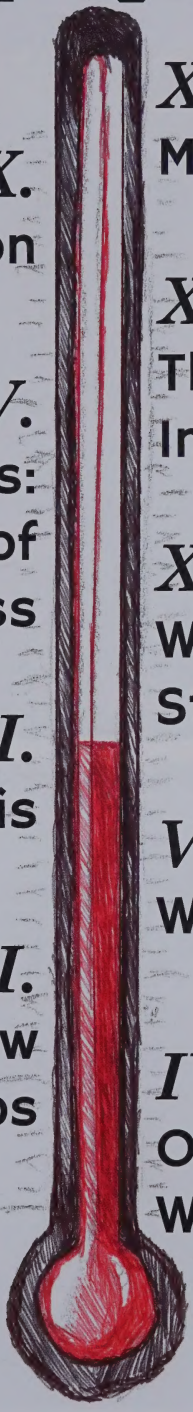

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ILLUSTRATION BY HUMZA KHAN

DESIGNED BY ARIKA AKIN

Overcoming Fort Wayne Winter Blues

things to do around town

ARIKA AKIN

Editor-in-Chief

Unless you won a scholastic award for your work last year (or went to the museum to support a friend or family member who did), it's pretty unlikely that you've been to Fort Wayne's own art museum in years, if ever. Caught up in our little Southwest Allen bubble, we seem to forget about all of the opportunities that downtown Fort Wayne holds. The art museum, surrounded by gorgeous sculptures, deserves more recognition. For the price of $6 for students or $8 for adults, you can spend a couple of hours wandering through the galleries of the museum. There are new exhibitions almost monthly, and the current exhibition is of Peter Bremer's glass sculptures.

Looking to avoid the dreary weather and dead plants that seem to have taken over Fort Wayne in the wake of winter? Head over to the Foellinger Botanical Conservatory. For the low price of $3 (or $5 if you're over the age of 17) you can enjoy the conservatory's three climate-controlled indoor green spaces. Take some time for yourself and appreciate the conservatory's 1,200 plants, including over 500 species and 72 different types of cacti. If you're looking to explore the gardens (and beef up your college applications at the same time), then volunteer! The conservatory also holds seasonal events (their current theme is "Fairy Tales") and need volunteers for their themed days.

Bad weather and slush on the roads got you down? Missing being able to be outside? Head over to Headwaters Park and experience a new form of winter-approved exercise! At the Headwaters Ice Rink you can skate the whole day away for the reasonable price of $7. The rink is open until March 4, all days of the week (hours vary, though, so check their website). At the rink, you get a chance to do everything that you could hope for: laugh at your friends when you fall down; fall over yourself and suddenly realize that you should never have laughed; have the distinctly terrible experience of having to push yourself back up to your feet (keep your hands close by, everyone); have your friends (or, lacking that, a friendly stranger) ask if you're okay; become incredibly embarrassed and sit on the benches for the rest of the day; fun for all!

Other Winter Activities:
- Tobogganing at Pokagon State Park
- Shopping at Glenbrook Mall
-Visiting the Fort Wayne History Center
- Jumping at Skyzone
- Lasertagging at Laser-X
- Visiting one of the many "Escape Room" destinations downtown
- Bowling at Crazy Pins
- Attend a Komets game
- Catch a movie at AMC Jeffer-

PHOTOS BY ARIKA AKIN

Another oft-overlooked Fort Wayne treasure is the Embassy Theatre. First opened in 1928 as the Emboyd Theatre, this event space hosts showings of movies, as well as live musical and comical performances. Prices vary, though most seats are affordable. The Fort Wayne Philharmonic performs here often, and some upcoming events to look forward to are performances on Feb. 13 and 14 of Chicago the Musical and a Cirque D'or performance on Feb. 18. Hit up one of Fort Wayne's great downtown dining opportunities (the Hoppy Gnome comes to mind) and head to the movies!

Introducing New Clubs

Dungeons and Dragons

JONATHAN DAUTERMAN
Online Editor

The new Dungeons & Dragons club meets on Fridays after school in the Community room. First organized by Jay Maloney (11), the club's main activity is playing the role-playing game Dungeons & Dragons, which Maloney describes as a "fantasy-based imagination game".

The game is extremely open-ended and the point of the game is for players to create characters and form groups to play through storylines of their own choosing.

There are no set requirements for joining the club, and in Maloney's words, the only requirements are "coming to the meeting and creating the character."

Multiple versions of the game, referred to as "editions" of the game, exist in circulation, each with their own various rules.

"There are multiple different versions, but we just run the basic format of it," Maloney said. "It's nothing super special."

While the focus of the club is obviously the game itself, the social interaction among peers is really the focus of and the most enjoyable part of every meeting. Interaction with others is in large part the focus of the game itself.

In Maloney's words, the most fun and gratifying part of the game is "interacting with other people and seeing how your decisions affect the consequences of the entire party."

Philosophy Club

MIKAYLA HAVISON
Writer

In-depth conversations, eye-opening activities, interesting lectures, and controversial readings are just a few pieces of Homestead's new philosophy club.

"(The purpose of philosophy club is) to teach people about philosophy and teach others how to apply what we learn here, to their lives," Gabrielle Barrido (11), co-founder and "phil-officer," said.

Though, Barrido and Lauren Berta (11) originally founded the club to continue philosophical conversations from the AP Literature class of David Price, literature teacher, the club has quickly escalated into an extra-curricular available to all students.

"Anyone and everyone can join the philosophy club," Barrido said.

Each month, the club will feature a different subject to study and discuss in detail. The theme for Jan. was "Introduction to Philosophy"; however, it is not too late to join the club. The theme for this month is "Philosophy of Love," possibly including watching a movie, looking within romantic literature, and other activities relating to love.

Apart from the monthly theme, officers have a multitude of other plans for the club's future.

"For our meetings in the future we may have movie nights that relate to (each) theme and go to different conventions for philosophy," Chengyu Bi (11), board member for the philosophy club, said.

Overall, philosophy club has many factors that may be appealing to students. Students who are interested in joining the philosophy club should go to room 706 after school on Thursdays.

"Aren't we all philosophers?" Barrido said. "We are all creating our own convictions of the world."

Minority Student Alliance

JESSICA MELVIN
Writer

Teachers Deb Rietdorf and Mark Lefestey started Minority Students Association in Dec. of last year. Vanessa Popescu (11) and Regis Rouamba (12) are two of the five board members.

"We started up in early Dec. after we were approached by Mrs. Rietdorf and Mr. Lenfestey with the idea," Popescu said. "When they pitched it to us, we were ready to pick it up."

The club has established a biweekly meeting schedule.

"We meet every other Tuesday, and we try to alternate which meetings are organizational meetings and which are for guest speakers," Popescu said.

So far, they have had a variety of speakers, ranging from a biomedical engineer to a pastor. Their speakers are sourced from minority groups, particularly people of color and women.

"Our mission statement is to collaborate with members of the community and explore how to overcome obstacles faced by minorities," Popescu said.

Rouamba echoed this, saying that MSA is about "working together to help each other and build communication in the community."

"We want to push people and show them that they can do anything they put their mind to," Rouamba said.

They have even begun looking into working with Woodside and Summit to encourage STEM studies and overall acceptance through presentations and discussions.

MSA encourages all kinds of students to join, whether they are minorities or not. "Even if people aren't interested in (minority issues) they can find interest in exploring the high profile careers (our speakers talk about)" Popescu said.

"The speakers are always inspiring," Rouamba said. "Usually they present about their lives and then we have a question and answer session."

Even though it is fairly new, MSA has seen a level of success not all clubs are lucky to achieve.

"I was surprised at how many students came to our first meeting," Rouamba said. "After that, membership kind of slowed, but that happens with every new club."

Over the course of its brief beginning, MSA's members have grown to love the club. "If I weren't a senior, I would definitely be a part of this club again next year," Rouamba said. "It's definitely a lot of fun and it's really nice to be involved in."

Homestead High School College and Career Fair

For answers to questions about life after high school

Monday, March 5, 2018
6:00 p.m. to 7:30 p.m.

All area high school students and/or their parents are invited to attend!

Homestead anticipates over 80 four-year universities, two-year colleges, and vocational schools located throughout the United States to be in attendance. We have invited representatives from various careers to participate, as well as the Armed Services and financial institutions. The program is open to the public.

There is no admission charge.

Kendal Sagear (11), top left, swims breaststroke at a meet against Celina High School.
Scott Hodson (12), top right, swims butterfly.
Ella Sackett (9), above, stands at the block, preparing for her next event.
The boys' swim team, right, huddles before a home meet against Snider.
Mackenzie Butz (10), next page, swims backstroke.
Michael Nichter (12), far right, smiles after spotting his time from a race.

PHOTOS BY ALANA HAUPERT

WHY SWIM?

EMMALYN MEYER

Writer

Michaela Godfrey (12) races down the pool on the last lap of her 100-yard backstroke, pulling ahead of her competition in the lane next to her. She finishes, hitting the wall hard. Gasping for breath and legs shaking, she turns her head towards the board. Her time is barely over one minute. She sighs in discontentment, ignoring the seventh place next to her name. Even though she had worked vigorously for weeks, she's only managed to cut a few milliseconds.

For the majority of the winter season, the ambitious students on the swim and dive team train for hours every day, building endurance and perfecting their technique. Every swimmer dedicates months to the sport, and some have an even larger commitment – most of the team swims for local club SWAC, which practices and competes year-round. The commitment to both teams involves many morning practices as early as 5 a.m.

"Swimming's a lot, commitment-wise," Godfrey said. "We always have one morning practice a week, we have two or three weight sessions a week, and every day after school, we have two or three hours of practice."

Another challenging component of swimming is the competition. One of the key signs of improvement and success in swimming is dropping times in events at meets. When there is no improvement, it is easy for swimmers to feel disappointed, as they have spent hours in the pool and weight room and have had little improvement.

Godfrey admits that "dealing with not improving and losing is not always (her) strongest suit, (but) the coach, J-Max, is really good about making (the swimmers) improve and work hard."

A lack of improvement can be a motivating factor for some, though. Scott Hodson (12) uses his lack of progress as inspiration to work harder.

"Losing doesn't bother me much as long as I'm on par with the times I want to be at," Hodson said. "If I don't improve, there is usually a reason that my coach will have."

The physically taxing workouts make swimming one of the hardest sports. Unlike other sports, swimming uses most of the main muscle groups in the body and involves endless repetitions; therefore, strength and endurance are necessary.

"There are the long, hard sets where you feel like you can't do it and you get physically tired, and emotionally, you break down," Rachel Lenardson (9) said.

Though some swimmers disagree on their views of swimming, Godfrey believes that the sport helps her mentally and "lets (her) competitive nature out".

Although the topic can be controversial for a few swimmers, all can agree that swimming is beneficial in every way – physically and mentally. There are many key life skills that swimmers learn along the way.

"Sometimes things don't go as planned, so you learn a lot about time management in that sense, as well as overcoming things and working harder, because if something doesn't go right, you have to keep working at it," Godfrey said.

Most non-swimmers do not understand how physically demanding the sport is, so it typically does not make the top of "most difficult sports" lists. However, because it comprises of arm, leg and core work, it is one of the most physical sports, and most swimmers are extremely physically fit from it.

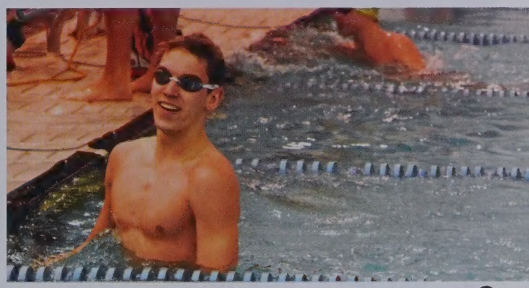
"I think it is one of the best ways to keep your entire body healthy and strong," Hodson said. "I like that I burn enough calories that I can eat whatever I want."

Contrary to the ideas of others, swimming can be very enjoyable. The team aspect, although it is unlike most sports because competition involves mostly individual events, is especially valuable.

"My teammates are the most wonderful people I have ever met in my life," Lenardson said. "They are so encouraging and everyone is included in everything we do. No one feels left out and everyone gets the same opportunity."

Swimming is one of the more overlooked sports at Homestead, but the team highlights the fun they have and the friendships they make during their many hours spent together.

"It's a big family," Godfrey said. "Everyone's there for each other. It's a great team to get into."



CAN'T CHECK THIS

LISA CHEN
Life Editor

While the cold winter elements may not be everyone's favorite weather type, the below-freezing conditions create an ideal setting for a group of students' favorite sport. Although the hockey team practices and plays indoor at Canlan Ice Sports, the winter scene enhances the experience of their season.

The Spartan Hockey Team is a club team that plays in the Fort Wayne Area High School Hockey League, comprised of teams such as Bishop Dwenger, Carroll and Leo. However, the Spartans also face crossover games in which they play teams from separate leagues, such as Hamilton Southeastern, Brebeuf and Westfield. Because hockey is not sanctioned by the IHSAA, Indiana High School Athletic Association, it is not considered a school sport.

"Hockey, being a club sport, you can see the difference between the two mainly with the amount of students attending the game," Travis Bauer (12) said.

While IHSAA sanctioned sports at the school, such as basketball and football, receive the support of the student section, hockey often does not.

Despite fewer students attending the games, the players still feel the progress and successes achieved this season.

"We've had ups and downs, but lately I think we've been bringing it back and getting the team together," Philippe Nicol (12) said.

At the beginning of the season, the team faced challenges such as a lack of cohesion.

"The season has been decent so far," Bauer said. "We are a pretty young team so we have had our struggles."

Team practices and drills allow the Spartans to see the improvement from the beginning of the season to now.

"We do a lot of teamwork at practice," Nicol said. "We work on drills to get up and down the ice easier and to get passes to one another better. We practice on Monday and Thursdays."

Hockey differs from most sports because of its speed. The speed that players can reach on the ice and the speed of the puck allows constant back and forth plays between players and teams. Players only have 18 seconds to substitute for each other, as opposed to other team sports where there are multiple stops in play during a game.

"It's a pretty fast paced sport and it's very physical," Nicol said. "I think it's a lot of fun to watch because you get to see a lot of different people working together to get something done."

Although hockey is not considered a popular sport in Indiana, players on the team started practicing at a young age.

"I had been playing hockey for a few years before, so playing hockey for Homestead was a perfect fit at the high school level," Bauer said.

Ultimately, players enjoy and love the sport because of its uniqueness.

"My favorite part about the sport is how fast everything moves," Nicol said. "The speed of the game is fun."

Head out to the hockey games on Wednesdays at Canlan Ice Sports to see what the sport is all about.

PHOTOS BY ELLIE DENICE

Team Roster

Cameron Huntington
Marcus Hartle
Elliot Dougherty
Philippe Nicol
Keaton Coulter
Reid Johnson
Benjamin Wells
Caleb Rybolt
Andrew Arnold
Brandon McNeal
Benjamin Jennett
Michael Hall
Travis Bauer
Colin Showler
Dylan Boesch
Carter Roach
Cody Fix
Ryan Lay
Nic Hoy

Wednesday Feb. 14

Homestead @ Summit City

SportsOne Icehouse
6:40 p.m.

"I think the upsetting part about it was that I didn't know. It sounds like the school's been put in a really unfortunate situation, but I feel like something could have been done sooner if they had (told us about it), like for instance, from now on, I'll be taking my papers home to recycle."
-Courtney Asher (10)

PHOTO BY ARIKA AKIN

why the school stopped recycling:

THE INSIDE SCOOP

MICHAL SPANJER

Editor-in-Chief

The fate of papers filling up the recycling bins around school have taken a turn for the worst. Instead of being reused, these piles of paper end up in landfills.

The school district's recycling issue began in the past couple of months, when it had to switch waste removal companies from Republic, which picked up both trash and paper recycling, to Advance, which only picks up trash and cardboard.

Stephanie Merkling, environmental science teacher, expressed her disappointment over the fact that the district is not currently able to recycle its paper, noting that recyclable paper makes up a third of all landfills.

"The result of losing our recycling capabilities at school is very saddening to me," Merkling said. "I feel that as an environmental science teacher that I know the importance of giving recyclables a second life instead of going to a landfill."

She explained her concern over the amount of paper the district is throwing away.

"Having such a large number of enrolled students, there is just this massive volume (of paper) that's being sent out every day that we are not recycling," Merkling said.

Fortunately, according to Susan Summers, assistant principal, the district is "currently in discussions with Paper Gator, a division of Quincy Recycling," to resume recycling in the district.

Summers encourages students to continue putting papers in the recycling bin, as the district will resolve the issue soon and recycle as many papers as possible. Merkling echoes this sentiment, explaining that students may grow out of habit of recycling and have to readjust when the districts reestablishes it.

Carleen Sanzone (12), vice president of the environmental club, explained her support for the school signing the new contract to ensure continued recycling in the future.

"I am proud of the school because they're finding a new company so they can still recycle," Sanzone said.

She hopes that this new contract will create an opportunity for the school to begin recycling more diverse material, rather than just paper. Sanzone anticipates the school may begin recycling plastic materials, such as water bottles.

In the meantime, students in the environmental club recommend taking recyclable materials home to recycle them there. Several of the members expressed concern that the district did not inform them of the issue so they could have started doing this sooner.

"I think the upsetting part about it was that I didn't know," Courtney Asher (10) said. "It sounds like the school's been put in a really unfortunate situation, but I feel like something could have been done sooner if they had (told us about it), like for instance, from now on, I'll be taking my papers home to recycle."

Merkling also allows students to drop off plastic, paper, and cardboard in her classroom for her to recycle at home, and she is open to any questions regarding what can and cannot be recycled.

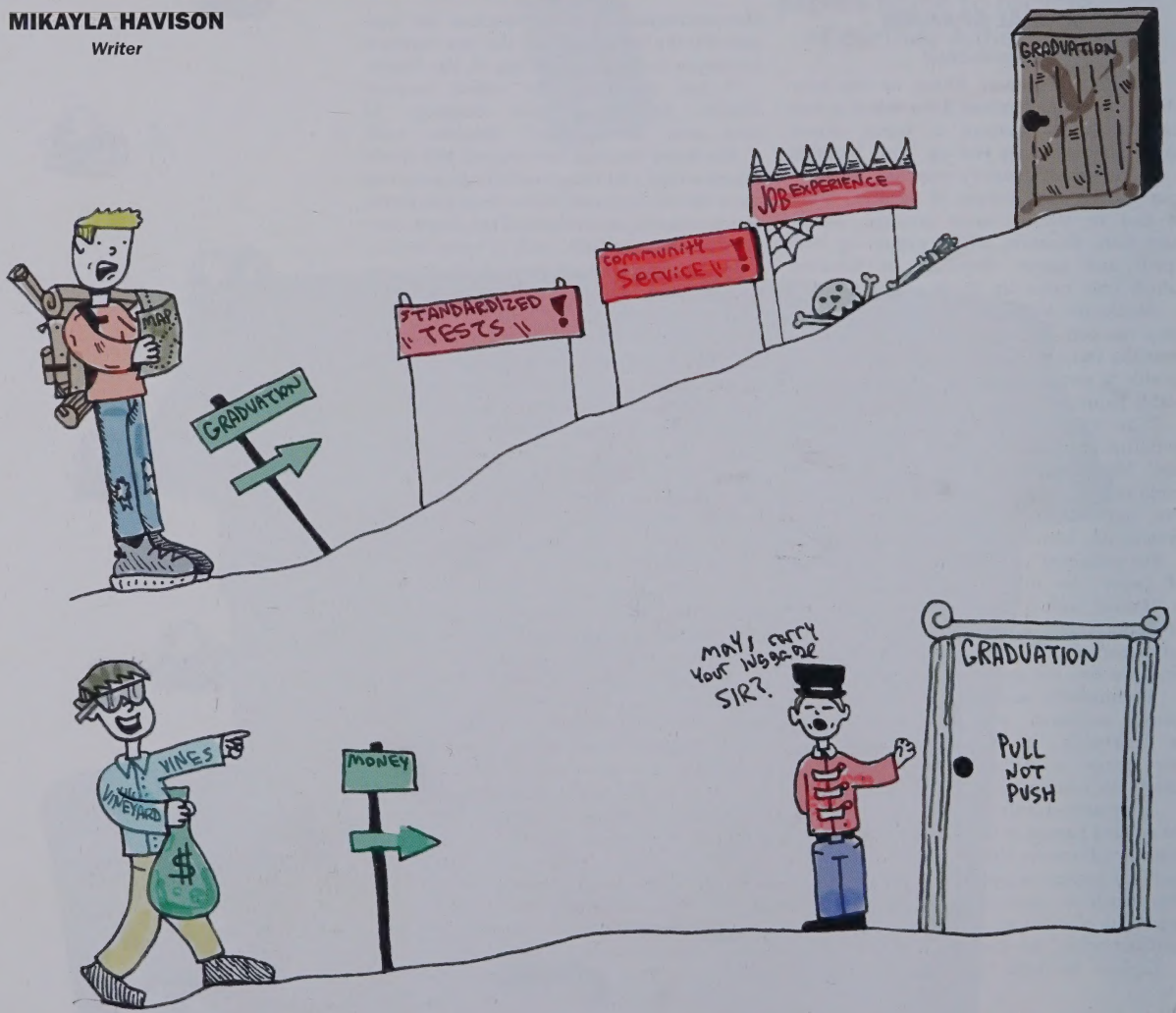
Genevieve Shine (12), president of environmental club, encourages students who are interested in helping to combat this and other environmental issues to join the environmental club, which meets every other Tuesday. She highlighted the innovative ideas that come to life in the supportive and passionate atmosphere of the club.

"Even though you're just one person, you can always make a small change," Shine said. "Miracles can happen when you have an idea that sparks. We're a club that can help bring that to life."

DESIGNED BY MICHAL SPANJER

LESS GRADUATES: INDIANA'S VERSION OF PROGRESS

MIKAYLA HAVISON
Writer



Unrealistic graduation requirements that are limiting to socio-economically challenged students sound ludicrous; nevertheless, the state of Indiana has decided to make them a part of the high school diploma.

As of Dec. 6, the Indiana State Board of Education has chosen to implement an additional set of graduation requirements for the class of 2023 and beyond. There are reasons to believe that these new requirements will lower the number of high school graduates and negatively affect many Indiana students.

The additional requirements for graduation are in two parts. Firstly, as of 2023 the state will expect students to "learn and display employability skills." In order to complete this mandated task, students must complete either complete a project, service or work-based task.

Though this added step towards graduation may not seem to hinder the life of a student, this addition has the potential to burden lives of many students.

Students who live in lower-income families may not have the means of joining an extracurricular, getting or completing community service in order to meet this requirement. The student's family may not be able to provide transportation for the student to travel to and from events or even be able to pay for the events themselves. The cost of participating in sports and other extra-curriculars can be a generous sum, even for families who are financially well off.

In addition, students who live in families with multiple children may be required to watch younger siblings while parents are at work. This task requires full-attention and often does not leave a lot of time to participate in extra-curricular activities or work a job, which often have inflexible schedules.

In Indiana, students in rural farming communities often do not have nearby access to many jobs, community service opportunities, or project resources. The students who are expected to have jobs might not be able to find one a reasonable distance from where they live.

This new requirement may also prove to be a challenge for students who struggle to manage the high school workload. Requiring students to complete activities outside of school could be detrimental to their academic success. Though the mandated activities could be beneficial when finding a job or attempting to gain acceptance to college, not getting a high school diploma because of them is harsh.

Another group of the student body that have a high potential of experiencing the negative impacts of this new mandate are students with disabilities, special needs, or learning challenges. These students may have trouble finding jobs or projects that are suitable to their lifestyles. Not granting special needs students an equal chance to graduate is unjust and discriminates students who face these struggles.

The second addition to the current requirements for graduation is equally ridiculous. This addition will require students to reach unjust levels of academic achievement. Students will have to choose from equally challenging options (complete list located in column to left), including qualifying for the honors diploma or obtaining high scores on tests such as, the SAT or ACT.

One way in which this expectation is ludicrous is the test scores that students must accomplish in order for a student to graduate. If a student decides to use their SAT scores, they must obtain a minimum of 480 in English and 530 in math, making for a total score of 1010 just to graduate. *The College Board* reports that the average SAT score for Indiana is 1074, which is shockingly close to the requirement. For students who struggle with school, this score is nearly impossible.

Of course, there are other options if a student cannot accomplish test scores. Students can try to get a three or higher on an AP exam, which is as challenging as accomplishing the needed SAT scores. AP classes also come with a hefty workload, which some students have trouble managing. Forcing students to take a class that they have a higher chance of failing does not encourage employability; it encourages failure.

If a student does not have the needed test scores, they can work to receive the honors diploma; however, expecting a student to be eligible for the honors diploma just to graduate is preposterous. A student who is a poor test taker has a low probability of being capable of achieving this challeinging requirement.

Due to the new graduation requirement's severity, the requirements have been met by anger from many school districts across the state. In fact, the Superintendent of Public Instruction for the state of Indiana, Jennifer McCormick Ph.D. is against this set of requirements.

"Although disappointed in the vote, I'm extremely proud of our K-12 colleagues," said McCormick in her polite, yet dismayed statement about the passing of these requirements.

In total, the adding of new graduation requirements for the class of 2023 and beyond will hinder many students' ability to graduate. If students must accomplish these requirements, more students will fail than succeed. In a society where the high school diploma is almost always necessary to find work, threating students' ability to succeed will do nothing beneficial for Indiana.

WHAT'S NEW

Graduates of the Class of 2023 and beyond will have to...

Pick One:

Project-Based Learning Experience

- Completion of course capstone
- Completion of a research project
- Completion of Cambridge International Global Perspectives and Research
- Completion of AP capstone assessment
- Other replacement activity (with approval from the State Board of Education)

Service-Based Learning Experience

- Participation in volunteer or civic engagement experiences
- Engagement in a school-based activity, such as a co-curricular or extracurricular activity, or sport for at least one academic year
- Other replacement activity (with approval from the State Board of Education)

Work-Based Learning Experience

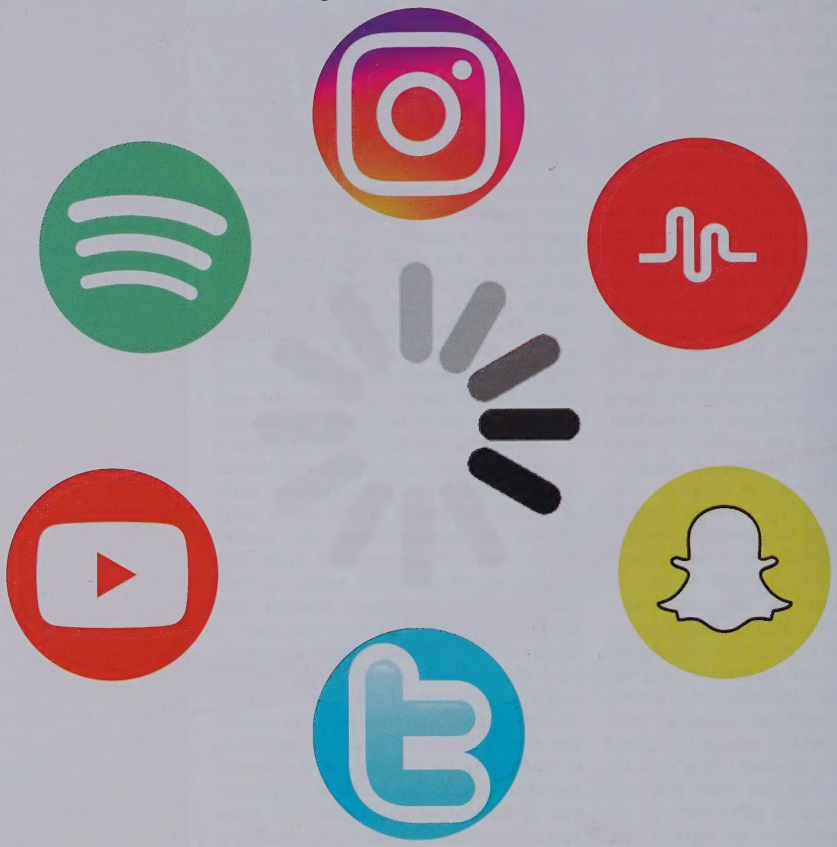
- Completion of a course capstone
- Completion of an internship program.
- Obtaining the Governor's Work Ethic Certificate
- Employment outside of the school day
- Other replacement activity (with approval from the State Board of Education)

AND

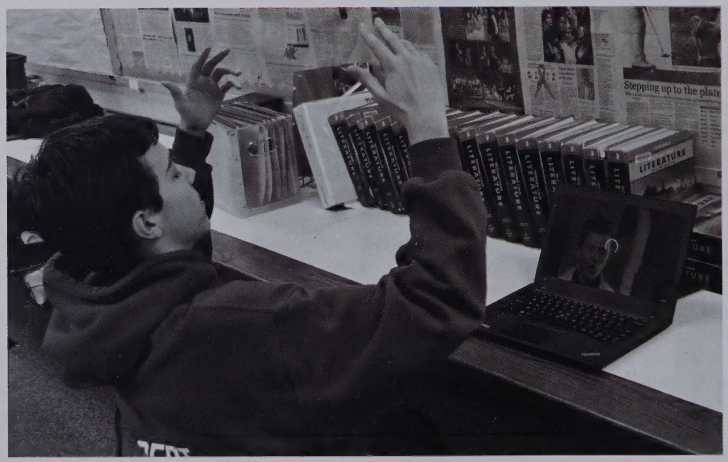
Pick One:

- Receive an honors diploma
- Meet required ACT scores (18 in English, 22 in reading, 22 in math, 23 in science)
- Meet required SAT scores (480 in English, 530 in math)
- Earn minimum AFQT score to qualify for any branch of the United States military
- State and Industry recognized Credential or Certification
- State, Federal or Industry apprenticeship
- Earn C average or higher in 6 credits for a career sequence
- Meet AP/IB/Dual Credit Cambridge International courses requirements
- Locally created pathway with approval from the State Board of Education

The future of the internet:



PHOTOS COURTESY OF LUKE TOWNSEND



Daniel Gilbert (10) waits in frustration for his video to load on his laptop. Without net neutrality, this issue may become a common problem for internet users trying to access websites.

NET NEUTRALITY

RYAN TERRILL
Writer

The internet has become a part of people's everyday routines, whether it be at work, school, or for fun. According to the United States Census Bureau, 78% of Americans use the internet. Due to the recent repeal of net neutrality, the internet may be changing. Net neutrality prevents the government or internet service providers, such as Comcast, AT&T, and Verizon, from controlling the speed of a website or content. It allows users to access all types of different data or applications, no matter which website they come from.

"Net neutrality is the internet being treated the same for all people," Nicole Detter, media specialist said, "If you are using a public terminal for free, like a library, versus a billionaire, you are still using the same internet."

On Dec. 14, the Federal Communications Commissions repealed net neutrality. The Obama administration originally established it in 2015. The repeal will not go into action for a few more months, but when it does, internet users may notice changes on everyday applications and websites.

"If there is an effect on the school, educational sites could have an impact over retail sites," Detter said. "That is something that we have seen at Homestead on Cyber Monday, because most educational sites are housed in the same cloud as Amazon."

Internet providers will have the power to control the speed of which websites load.

"I think of it like an airplane -- there's first class, second class, and third class; and you have to pay extra to get the better seat, but with the internet, everyone should be able to access it equally," Samuel Hutner (9) said.

Net neutrality is extremely important for businesses or people that use the internet for their jobs, but ultimately it allows people to share their passion or opinions on the internet to the whole world. Without net neutrality, Internet Service Providers (ISPs) are able to block content from spreading through websites, which could negatively affect those that work online.

"Preserving net neutrality will allow an internet that enables and protects free speech," Matthew Quintos (9) said.

Social media websites or other networks may load slower if the internet provider disagrees with them. Providers can also charge extra fees in order to access those sites. Net neutrality is often taken for granted because it plays a huge role on the internet, and it is often taken for granted. Without it, there may be detrimental effects on the internet as we know it.

"Net neutrality is one of those things where you can hopefully see your voice count," Detter said. "Maybe we can cause a change, like we've seen with the Me Too movement, if people stand up and fight together."

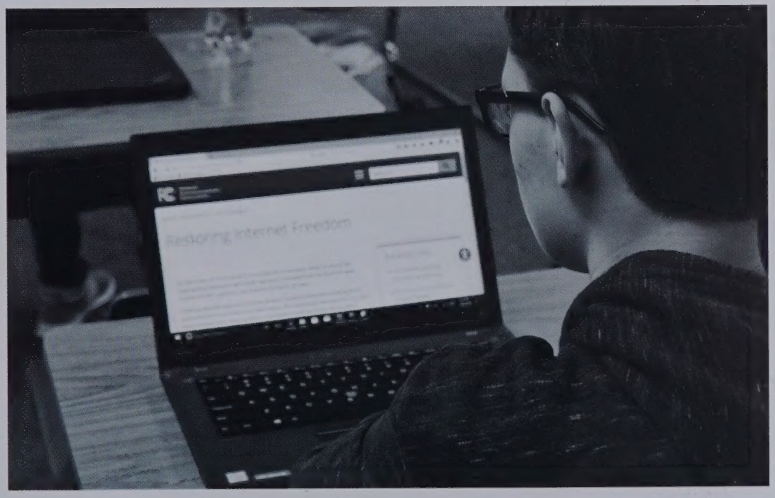
The community has several different options to voice their opinions about the net neutrality repeal, such as spreading the word on social media, contacting Congress, signing a petition, and more.

"I've called my local (government representative) about net neutrality and signed an online petition," Hutner said.

Net neutrality is a crucial factor in everyday life that and makes accessing data online a much more enjoyable process. Not only does stop companies from causing websites to load slow, but it is what makes the internet function equally for all users. Without net neutrality, there might possibly be problems for the school or for anyone that goes online, which in our technologically connected time is near everyone.

"The thing with net neutrality is that nobody fully understands what it is, which is a scary thing, since we try to ignore it rather than deal with it," Detter said.

The internet is a necessity for many people and has become a part of everyday life. Net neutrality helps make sure that everyone has equal access to websites and other data. Each person's voice matters and holds the power to make a change.



Luke Townsend (11) educates himself on the topic of net neutrality. It is a confusing topic, but once it is understood, it makes much more sense.

PHOTOS COURTESY OF JACOB THARP

TAKING ACTION

JESS MELVIN
Writer

As students begin to look at college and career options during this second semester, the anxiety of getting accepted can be overwhelming. Affirmative Action, a set of policies put into place in the 1960s that seeks to elevate minorities by encouraging inclusion, can affect this process. Its policies focus on ethnicity and sex. Different laws cover other minority groups, such as those with disabilities, members of the LGBTQ+ community, veterans, and age-specific groups, such as the elderly. Affirmative Action can be found across the globe in a variety of interpretations. While its intentions are important, its implementation is faulted and should be reconsidered to help this nation truly progress.

One of the biggest misconceptions about Affirmative Action in the United States is that it encourages businesses and colleges to establish minority quotas, a set number or percentage of each race and gender they intend to meet to reach the bare minimum of inclusivity. While some other nations use and even encourage a quota system, it is illegal in the United States. Instead, the United States uses outreach and support programs, and oftentimes establishes "targeted goals." However, the difference between goals and quotas can be hard to distinguish at times.

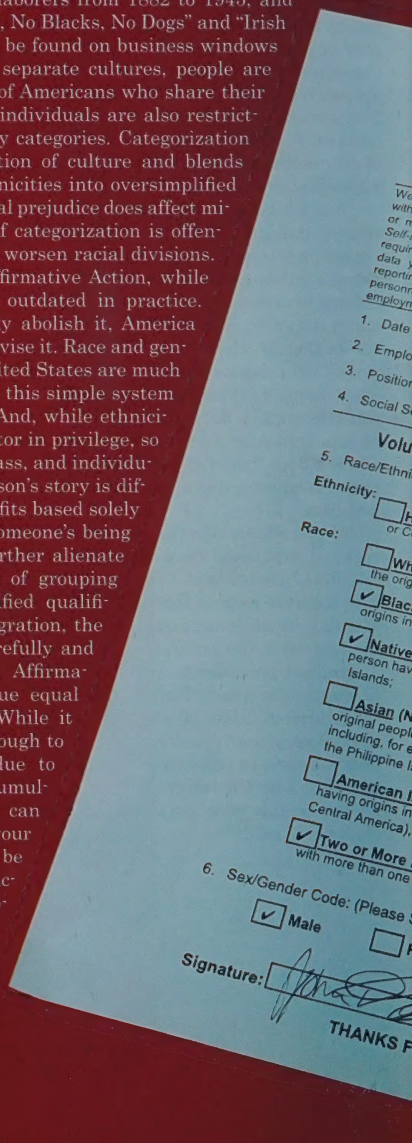
Affirmative Action, as it is implemented, is focused on dismantling systematic oppression. At its conception during the peak of the 20th Century Civil Rights movement, its legal protection of minorities was a promising step towards egalitarianism. While society has progressed since then, many minorities still face societal pressure and oppression, whether that be through slurs and attacks or underrepresentation. Policies like Affirmative Action contribute to the continual process of overcoming deeply embedded obstacles to ensure equal opportunity. It is true for all of society that, by uplifting one generation through equal representation in education and employment, each subsequent generation can be better equipped to succeed. Affirmative Action just encourages people to look for talent in places often ignored.

Affirmative Action's effect on minority integration is undeniable. Since its conception, the number of minority members following paths traditionally pegged as exclusively for white males has skyrocketed. For instance, the percent of women in Congress since 1965 has increased from 2.4 to 19.4, based on statistics from the Congressional Research Service. This change is also indicated by the rise in per capita income for each race based on the dollar. According to ColorLines, for every dollar a white man made in 1965, an African American man made merely 54 cents. As of 2010, this has risen to 62 cents, meaning on average more African American men are going into high paying careers. Though societal changes have also contributed to this growth, the idea of Affirmative Action has continually served as a specter to ward off discrimination so that true prejudice becomes evident and can be remedied.

However, the argument that Affirmative Action's practice is, ironically, discriminatory, does hold water. Some studies of test scores required of members of major race groups for admission to Ivy League colleges found that expectations for Asian and Caucasian Americans were higher than those of African, Hispanic, and Native Americans. This challenges the idea of a meritocracy, or a world in which those with the most qualification and ability are chosen for the position. According to DoSomething, a non-profit organization, the theory of mismatch means adding an equivalent of 150 to 310 points on a minority's SAT score. However, the experiences of the individual can have an effect on standardized test scores which do not necessarily translate into ability. According to a 2012 study by Virginia Commonwealth, the average rate of minorities graduating colleges that utilize Affirmative Action is comparable to white students at 48.7%. Perhaps, the influence of inclusion that these colleges foster contributes to the overall academic success rate.

The basis of inclusion on broad racial categories gives the same assistances to all members of that race in ignorance of ethnicity. For instance, Ashkenazi Jewish Americans, one of the smallest minorities in America, are included in the white group, despite antisemitism and historical injustices. As well, Irish and Chinese Americans have experienced harsh discrimination, even historically having immigration and occupation restrictions. For example, the Chinese Exclusion Act fed Sinophobic rhetoric by banning immigration from Chinese laborers from 1882 to 1945, and signs reading "No Irish, No Blacks, No Dogs" and "Irish Need Not Apply" could be found on business windows for centuries. Despite separate cultures, people are grouped with the rest of Americans who share their skin tone. Mixed race individuals are also restricted by these cut-and-dry categories. Categorization eliminates the distinction of culture and blends groups of different ethnicities into oversimplified race groups. While racial prejudice does affect minorities, the practice of categorization is offensive and only serves to worsen racial divisions.

The policies of Affirmative Action, while noble in thought, are outdated in practice. Rather than completely abolish it, America needs to rethink and revise it. Race and gender relations in the United States are much more complicated than this simple system can properly address. And, while ethnicity and sex can be a factor in privilege, so are ability, economic class, and individual hardships. Each person's story is different, and giving benefits based solely on a single aspect of someone's being does nothing but to further alienate and separate. Instead of grouping people into oversimplified qualifiers to easily force integration, the government should carefully and deliberately improve Affirmative Action to give true equal opportunities for all. While it may be hard to get through to government officials due to the nation's current tumultuous climate, action can be taken. Recognize your prejudices and work to be a more inclusive and accepting individual. Support policies that integrate, not seperate, and keep in mind the hardships and privileges affecting each person.



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ed: 01/23/2018

e: John Doe

Student

umber: Last 4 Digits: 1234

elf-Identification of Ethnicity, Race and Gender

(Please Select One)

or Latino – A person of Cuban, Mexican, Puerto Rican, South
erican, or other Spanish culture or origin regardless of race;

Hispanic or Latino) – A person having origins in any of
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Far East, Southeast Asia, or the Indian Subcontinent
Cambodia, China, India, Japan, Korea, Malaysia, Pakistan,
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Not Hispanic or Latino) – All persons who identify
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OUR ASSISTANCE!

Date: 01/23/2018

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MEET THE EPIDEMIC

LAUREN BERTA

News and Opinion Editor

"I never thought it would happen to us ... Now, here we are, and he is passed away. You cannot believe how it changes your life."

Jack Bell passed away in 2016, a graduate of Homestead High School and only 19 year old. He played trombone in the Jazz Band and guitar.

He was very creative musically. He also enjoyed outdoor activities like skating. He also died of a heroin overdose.

Jack by no means fit the normal profile for drug use. His mother, Mary Ann Bell, is the president of Wells Fargo for all of Indiana and Ohio and his father Greg Bell runs an on-line coffee retail business. He had no shortage of love or attention in his home.

The ugly truth is that didn't stop him from using drugs and it doesn't stop others. A person doesn't have to be miserable, or come from a poor socio-economic background to turn to drugs. The effect that drugs have is indiscriminate.

For Jack, it started with vaping.

"We didn't like it; we asked him to stop," Mary Ann Bell said, referring to her and her husband.

However, Jack did not stop, and he escalated his drug use from just vaping. The next thing he turned to was marijuana.

"He had a lot of nervous energy; he had a hard time getting his brain to shut down," Bell said. "He claimed that the marijuana helped him slow down, to think and be calmer."

Whether this was true or not, his use of marijuana continued to escalate.

"It got to a point where he was using it every day," Bell said.

Soon, marijuana was not enough. Because he used it every day, it started to lose its effect. He moved on in search of something that would give him the high he wanted.

"Marijuana is not a gateway drug for everybody, but it was for him," Bell said.

What enabled Jack the most was the new people he put in his life.

"His friends changed, people we didn't really know," Bell said. "He wouldn't bring them around."

He started to hang around some older boys, three to four years older than him, 20-21 year old adults. His parents feel that these negative influences fueled his behavior for two years.

"I got some tips from some friends that he was dabbling in other substances experimentally," Bell said. "That was what drove us to start drug testing him."

His parents went to the lengths of drug testing Jack at home in an attempt to put him on the right path. However, the times they did this, he only ever showed positive for marijuana.

He graduated with his class in June and his parents threw a party for him where everything went well.

"He was on his best behavior," Bell said. "He was

poised and really great with interacting with adults."

The family then went on vacation in July to Colorado, where he stayed with his parents nearly the entire time.

"I would bet my life that he did not use any drugs during that time," Bell said. "He was yet again, at his best, fun and carefree. He was thinking about college."

When they returned from vacation, he wasn't ready for college. He tried working different jobs but none of them were long-term.

"He had some emotional issues, including low self-esteem," Bell said. "He didn't have a plan and he didn't quite know what he wanted so we were working with him."

"Saturday morning, on Aug. 20, there was a knock at the door . . . He was dead."

Jack had the full support of his family. They all tried to help him find direction in his life, but then, out of nowhere, the unbelievable happened.

"Saturday morning on Aug. 20, there was a knock at the door 11 minutes after 9 A.M. and it was the police," Bell said. "He was dead."

The Bells had always been concerned about drugs because of his marijuana use, but they had never expected this.

"I wouldn't classify him as an addict," Bell said, thinking back to their ten-day family vacation. "If you're an addict, you're going to suffer withdrawal. You're not going to be able to go ten days without anything."

He did not have a heroin addiction. The Friday that he overdosed was only the second time he had used it, according to his mother.

He had stayed at a friend's house for a party and decided to try heroin.

"He didn't get the buzz he heard you could get from it and the next night he tried more," Bell said. "This time, it was enough to kill him."

His death wasn't the result of a long-term struggle against heroin, but a newly developed reality of his drug experimentation.

"He had never been arrested for drugs," Bell said. "He had never been in rehab. He really didn't have your typical drug problem."

He was not addicted, he never was, but he might have been surrounded by people that were.

"I think that the person who showed him how to do it was a full-blown addict," Bell said.

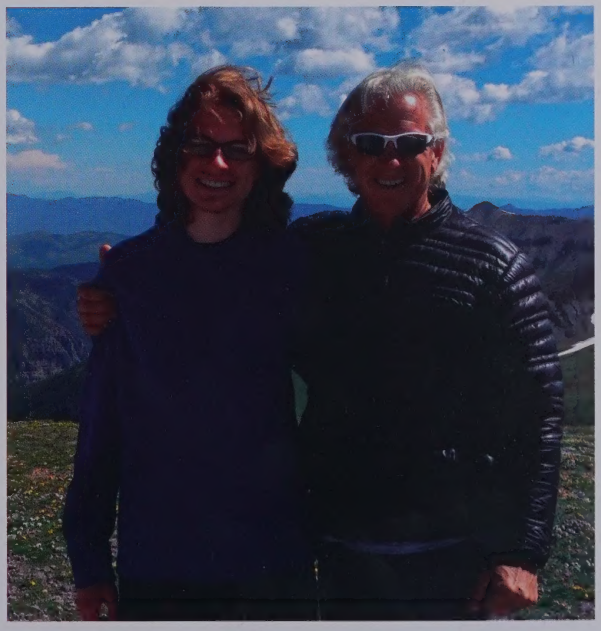
These influences reached Jack even though he had a network of people who loved him and who were ready to help him.

"We weren't a family that couldn't pay rent or couldn't clothe or feed him," Bell said.

He had the things he needed and he knew the consequences of drug use but he rushed in. He never thought it would happen to him, but that just wasn't true.

Jack Bell poses for senior portrait when he attended Homestead High School.

PHOTOS COURTESY OF MARY BELL.



Jack Bell (left) and Greg Bell (right) pose during family vacation in Colorado for the Fourth of July.

DESIGNED BY LAUREN BERTA

MEET THE EPIDEMIC cont.

"Your administrators and police aren't naive. There are drugs here in our community."

-Officer Chris Kramer

ANONYMOUS: a story from a student

In school, you always hear about the side effects of using illegal substances and the harm they can cause on your body and your mental health, but I never truly realized how much impact they had on those aspects of life until someone I deeply cared about began abusing substances.

The substances always made them extremely paranoid and violent. Without the use, the person I knew would be kind and fun to be around, but as soon as the drugs took action, they were no longer the same person. It made them so extremely paranoid they believed I was plotting to harm them, or that undesirable people from their past were in the room, even though they were miles away. It was just an upsetting situation, as the substances caused them to change so much. It was like I didn't even know who they were anymore. They began to only care about the substances and nothing else.

When I had approached them about this, they would repeatedly tell me that the substances had nothing to do with how they were acting, and claimed I just didn't like them for who they were anymore. After this point, their paranoia escalated more and so did the violence, as they feared I was going to attempt to get them in trouble for the substances, or spread claims about them which weren't true. This made them become violent toward anyone in their path who didn't also abuse the substances.It broke so many relationships. It ruined someone who I used to love and trust. It turned them into someone I could no longer relate to and someone I did not know.

OFFICER KRAMER: where to go for help

My story involves a high school dropout who was smoking spice and doing other drugs. He was alone and the drugs caused him to feel paranoid and hallucinate (for no real reason). He had heart palpitations and called 911 for help. The ambulance arrived and he, due to the drugs in his system, forgot he called for help.

There was nothing to be afraid of but the drugs he was on tapped into his sense of fear. He believed, through his hallucination, that the paramedics were there to hurt him. He pulled a kitchen knife on the paramedics in an aggressive gesture and then barricaded himself in his bedroom while having some kind of medical condition.

Medics, fearing for their safety, withdrew from the home and called police. Police arrived and surrounded the home. Police had to decide if helping this guy was worth possibly getting him hurt further. They felt that due to the heart condition and overdose, they should intervene and called the SWAT Team.

That's when I arrived and we attempted to make contact for some time through loud speakers and the phone, with no success. Team leaders eventually decided to make entry and we breached a door.

The guy had overdosed and was temporarily unconscious on the floor behind that door and he had urinated in his pants. He woke up startled having no idea what was going on.

I entered the room with my teammates and we were able to take him into custody. He was taken to a hospital in an ambulance to be treated. Charges were later filed.

My story involves someone putting unknown substances into their body and the consequences surrounding those decisions. Your administrators and police aren't naive. There are drugs here in our community.

I have responded to drug overdoses in Aboite Township recently. Alvin, my K-9 partner, has alerted on a vehicle and recovered a kilo of heroin, also in Aboite Township. People who take illegal drugs know the consequences if they get caught and will try their hardest to fly under the radar. Some of those people will move on with life and put those experiences behind them. Others will experience a "gateway" to other harder drugs. Those people typically have real difficulty in life.

The people who do drugs are no different than you and me. Their motives seem to vary. Is it to experiment or boredom? Is it to cope with trauma? Is it because they have no idea who they are yet? Is it because they are hooked and can't stop?

My advice is that "you are who you run with." If you hang with honest, motivated and positive people, you'll be better off. Get a job, study, exercise or participate in after school activities. Try to keep yourself busy. If you're lost, don't fill that void with drugs. Ask for help or at least look at people you admire and follow them until you figure things out.

"Feeling unsure and lost is part of your path. Don't avoid it. See what those feelings are showing you and use it. Take a breath. You'll be okay. Even if you don't feel okay all the time."-L.C.K.

You guys have an awesome school and your community is very safe. Stay in school and stay off drugs.

Our office is always open.

Photo illustration by Lauren Berta, created by using a dry ice smoke machine. No drugs were used in the making of this photo. The model has no connection with drugs.

spartana

march 2018

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Editorial Policy

The Spartana is a monthly production of Student Publications: Newspaper at Homestead High School. Its purpose is to enlighten, educate and entertain. The Spartana has, and may continue to, operate a limited open forum for the free exchange of ideas.

Staff members support the First Amendment in its entirety and oppose censorship in any form. The content of the paper is determined by the student staff. In cases of potentially controversial material, the Editorial Board will meet to decide the content of the newspaper. The staff will be assisted by the adviser in areas of professional ethics and legalities.

Material that is libelous or obscene as defined by Fort Wayne Newspapers or could cause a substantial and material disruption of the school day as defined by the Supreme Court will not be printed. Southwest Allen County School corporation encourages vigorous treatment of a wide range of subject matter, including controversial issues, and student journalists are free to report and to editorialize on events, ideas and issues in their high school, community, nation and world according to Policy Number 4150.

Public input will be accepted from the Homestead community in the form of letters to the editor. Letters must follow standards concerning libel or obscenity. Those that could cause a substantial and material disruption to the school day will not be printed. Letters can be emailed to The Spartana at thespartana@gmail.com.

Letter to the Editor

In Response to "Meet The Epidemic"

To whom it may concern,

After reading this week's Spartana and coming across the article about Jack Bell, my family and I were disappointed. There were many errors in writing and labeling of photos. It seemed as if it was written last minute and not reviewed fully.

Jack should be seen as more than just a person that died from a heroin overdose. If you were planning to write a story about the tragedies of a drug overdose, more emotion and reality should have been included in the story.

Instead, it was a shallow story that didn't fully reflect the wonderful life that Jack Bell lived during his 19 years on this earth.

My brother, who was really close to him and his family, taking many trips out west with the Bell's, was devastated with the article. He served as a pall bearer for Jack Bell, which will live on forever in his life. Your story should have been more focused on the real story behind Jack Bell -- a brilliant, fine young man -- and not just the extremely poor choice he made regarding drugs.

If you would consider writing another article about the life of Jack Bell, my family and I could give you additional perspective. Another thing you could do is write an article about the tragedies of drug use - Jack is just one of many examples.

Thanks for your consideration,
Karly Wolfcale

The *Spartana* has reached out to offer Karly the opportunity to write an article to be published online or in our next print issue. This email was published with Karly's permission. In the February issue Jack Bell was pictured with his uncle, not with his father, Greg Bell, in the photo on page 21.

The Blood Drive *Saves* LIVES

JONATHAN DAUTERMAN
Writer

When she was in her seventh grade year at Woodside Middle School, Cora Walrond (9) had a form of blood cancer and, at one point, needed a blood transfusion. Walrond needed a transfusion because, at the time, she was in the hospital with a fever, a very serious situation for people with cancer, as their immune system is severely weakened to the point that common illnesses can prove to be fatal.

"(I needed a transfusion) because the white blood cells fight off infection and I was running low on those," Walrond said. "It was prone to infection. I just needed a boost."

In the hospital, Walrond needed white blood cells at the time, but also received red blood cells and platelets to help with her fever, all of which came from different blood donations.

"The blood is used for all sorts of things such as trauma patients, surgeries, (and) cancer patients that need red blood cells," Vanessa Popescu (11) said.

On March 13 in Room 900, the Red Cross will host a blood drive, which the student government will help organize. The blood donated will be sent to a variety of locations in the nation and used for many different procedures through the Red Cross. This year, the drive is mainly organized by Popescu, a junior representative of the Student Government, and her fellow members Panashe Chakabva (12) and Luke Lael (12).

The blood drive at Homestead deals primarily with extracting red blood cells, white blood cells and platelets from donations they receive. Platelets are primarily related to blood clotting, and are often needed in patients with illnesses that directly affect their blood and/or vessels, such as Walrond. Because all blood contain these three kinds of cells, they can be separated and used on different patients in different transfusions.

"One pint of blood can save up to three lives," Popescu said.

Generally, the student government gives out information to students about the drive in advisory the week before the event, and in the days immediately before the event students can sign up for the drive in the cafeteria during lunch.

"What student government does is put up fliers and put out a ton of information... and volunteer while we're there," Chakabva said.

Though preparations for the event start early in the day, students are only able to donate during a few select periods. Typically, students can come down to Room 900 and donate during fourth, fifth or sixth period.

"We will give students passes and they have to (donate blood) during their study hall or after school," Chakabva said.

In spite of the time restrictions, student government is still emphasizing that exceptions can be made and meetings can be arranged for those that want to participate but are having trouble finding the time.

"People who really want to donate (can) just contact us," Popescu said.

In addition to the blood drive on March 13, Homestead has hosted several blood drives of a similar style in the past, all with great success and several donations. According to Popescu, last year had around 80 students donating blood.

The Red Cross, as with their past blood drives, will be sending staff members to carry out the event, while student government members will be able to volunteer throughout the whole event.

"Usually they have a few nurses," Popescu said. "Luke (Lael) and I are there the whole day, (and there are) usually three or four more (students) doing hour-long shifts."

While the event is officially supposed to end at 4 p.m., student volunteers and Red Cross nurses are allowed to remain until participants stop arriving, which generally extends into the early evening.

"Last year we had people coming until about 6:30 p.m.," Popescu said. "(It goes) as long as people keep coming in."

While students are highly encouraged to donate blood, teachers and staff members are allowed to participate themselves. There are more restrictions, however, on students.

"(Students) can't do it if (they) are anemic or iron deficient," Chakabva said. "Students can prepare by eating a good breakfast in the morning and a good dinner after; if you go in and you have an iron deficiency or you're just feeling weak, don't do it."

In order to donate blood, students must be a minimum of 16 years old.

Sixteen-year-olds must have their parents sign a consent form, but this is not required for students 17 and older. The consent forms, which can be found in Student Services, also include details about healthy weights for donors.

Compared to the previous blood drives in past years, the student government is emphasizing how important it is for many students as possible to participate this year due to all the accidents and natural disasters, such as Hurricanes Irma and Harvey.

"They're not getting as much blood as they usually get," Chakabva said. "After the recent hurricanes, the nation has a shortage of blood supply to give out. If we can get more people to donate blood, then more people get blood not only in Fort Wayne, but in the whole nation."

Homestead has the distinction of being one of the only high schools in the area to host continuous blood drives over the years of this scale, with the others being Canterbury and Carroll.

"We're one of three high schools in the area to do (blood drives)," Popescu said. "It's just our own thing."

Grace Barnett (12) waits on her phone as she is getting her blood drawn last March. This year, the blood drive is on March 13th in room 900. Students can get their blood drawn during a study hall or after school.

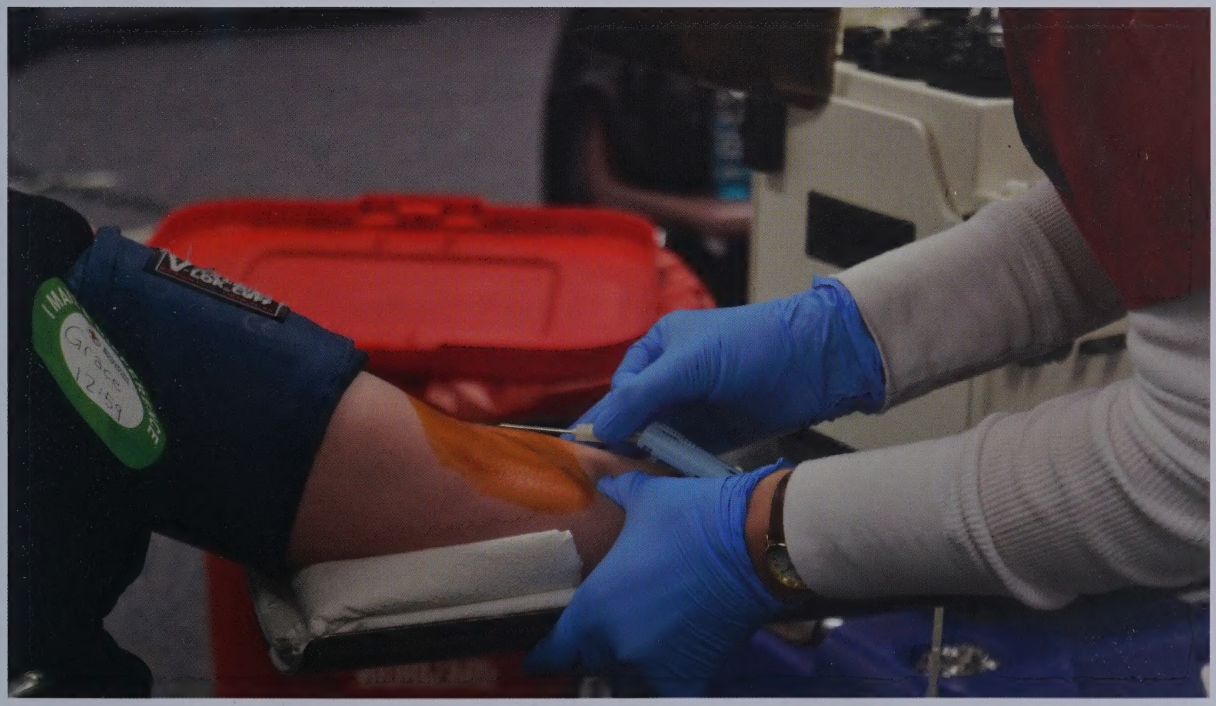


PHOTO COURTESY OF REAGAN HAYNIE

A nurse takes blood from a student. Donating blood can help save the lives of those that are sick or in need of it.

DESIGNED BY RYAN TERRILL

CHAMPIONS TOGETHER

PHOTO BY MALIA METELUES

Brittany Earling (9) runs into the gym through the lines of cheerleaders.

LAUREN BERTA
News Editor

Students with special needs from both Homestead and Carroll ran through a banner held up by cheerleaders on Friday, Feb. 16, holding their arms up and smiling broadly.

During halftime of the conference championship basketball game, Homestead hosted a Champions Together event.

During the game, athletes dribbled the basketball on either side of the court, encouraged by their partner athletes and bystanders who passed them the ball when they lost it.

The most special part of the night was when an athlete would score. The response from the student section was overwhelming and the support was palpable. The audience was engaged and responsive to every move the athletes made.

The program that organizes these events, Champions Together, came to Homestead in 2014. It involves only a few sports so far: track and field, basketball and soccer.

"Champions Together is a sports league for students with disabilities," Kathleen Buchanan (11), partner athlete, said.

Champions Together allows students with special needs to participate in school sports alongside other students outside of the special needs department. It is part of an effort to integrate people with disabilities and people without disabilities.

Students with special needs participate with a partner who helps them during practices and the game. One example is during basketball games; partner athletes will remind athletes to dribble and other rules of the game.

Partner athletes take on a different role during the different seasons.

They "help out during practices," for the basketball season, but for track, "partner athletes actually compete with the students," Buchanan said.

What is cool about the track competitions is that students compete by skill level.

"It is all about ability and not about whether you have a disability or not," Michelle Hoffacker, Champions Together faculty sponsor, said.

To become a partner, there are call outs before each sport that Champions Together participates in. Partners must get a physical and be able to attend practices with the athletes.

"I was peer tutoring for a class (with special needs)," Buchanan said. "I volunteered to come in because I got to know the students and really wanted to work with them more. . . I would do anything for them."

The relationships that the athletes form are the most beneficial and long-lasting result of the program.

"(Partner) athletes stop seeing the disabilities and see them as friends," Hoffacker said.

The program is a new and incredible opportunity for students with special needs who have not been able to interact with other students in this way before. This does not just extend to the relationships between the partner athletes and the athletes, but also the support that comes from the whole school.

The Champions Together program has "broken down barriers between special needs students and normal students," in part due to the "student section support," Hoffacker said.

Most kids only use the special needs hallway as a go-between to get to other classes, if they go down it at all. Most students will not have a class with anyone in the special needs hallway, but Champions Together breaks through that isolation.

"The program helps (the students with special needs) feel like they are a part of Homestead," Hoffacker said. "The community of people is good for them."

One student with special needs, Griffin Tutweiler (12), will be the first student from the program to receive a letterman jacket, something most students at school do not think twice about, but is a special gift for participants in Champions Together.

Because the Champions Together program includes a Unified Sport, track and field, it means athletes in track can participate at different levels, attend state meets, and are able to get letters, which are unique opportunities.

Being able to participate in Homestead means so much to the students with special needs. During personal interviews, several of them shared that they enjoy interacting with new friends outside of school and that they love playing basketball.

The new interaction with other students and the ability to participate in activities they had not been able to participate in before has allowed the special needs students to grow substantially.

"They get better at communicating, socializing and gaining confidence," Hoffacker said. "They have a willingness to try new things."

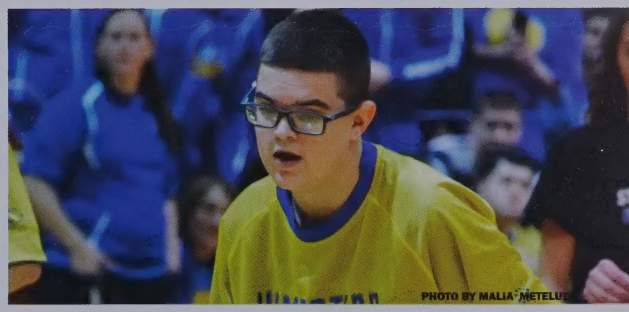
The positive outreach is not just to the students with special needs but also to their parents and families.

"Parents see the growth in their kids and they love that their kids feel like a part of Homestead," Hoffacker said. "It also makes the parents feel like a part of the community."

The Champions Together programs allows students with special needs to see themselves and their community in a different light. They compete side by side with students without disabilities, and experience aspects of being a high school student they had never been exposed to before.

Ashley Bowman (11) prepares to shoot a basket with Homestead fans cheering her on.

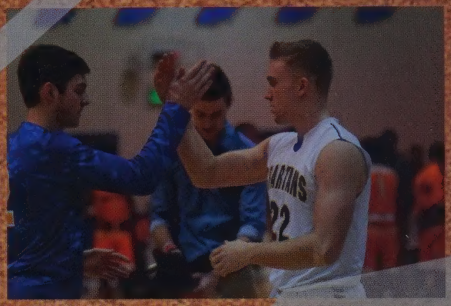
L-R Andrea Landrigan (12), Sabrina Good (10), Kyle Miller (12), Sydney Rybolt (11) enter the gym for the Champions Together game.



Kenyon Schaefer (11) dribbles the basketball, heading towards Carroll's basket.

Photos:
TOP LEFT - From left: Zac Bradtmiller (11) and Jake Archbold (10) warm-up with a handshake during the Jan. 26 game against Northrop.
TOP RIGHT - From left: Jake Archbold and Trevin Taylor (11) fight a Carroll player for control of the ball during the Feb. 16 game.
CENTER - From left: Zak Krueger (10), Matt Podzielinski (12), Julian Rodocker (11), Will Smith (11), Zac Bradtmiller, Xavier Overstreet (11), and Alec Grinsfelder (10) cheer on the team during the sectional semi-finals game against South Side on March 3.
BOTTOM LEFT - Trevin Taylor dunks during the game against Nothrop on Jan. 26.
BOTTOM RIGHT- Onye Ezeakudo (12) dribbles the ball during the tense game against Carroll.

PHOTOS COURTESY OF SHELBY CLAUSEN, MADDIE MONROE, AND YANA WEBB



SHOOTING for the STARS

JESS MELVIN
Writer

Under the fluorescent lights of the gymnasium, five Homestead players are spread across the basketball court. The bleachers are full of Spartans and spectators watching intently as the game progresses. The first three quarters have been close, but the defense has been tough to keep Homestead on track to win. As the clock ticks down, the players on the bench sit back confidently as Homestead maintains its 4-point lead in the fourth quarter.

In the last seconds, a player from Huntington North scores a three-pointer, shrinking Homestead's four point lead. The Spartans were smart enough not to foul, foiling the rival's plan to capture a win. As the buzzer sounds, the game is concluded. The win for Homestead is in the bag. After their final comfortable but trying sectionals game, Homestead achieves its fifth sectionals win in a row.

The boys' basketball team has been working hard, and it has produced results. The teams' 14 players have seen win after win this season, a satisfying pay-off for all of the work they have put in this year.

"We're [currently] in the postseason," Alec Grinsfelder (10), power forward, said. "It's been great. We've improved a lot and learned so much from the beginning of the year."

The teams all stay confident even in the face of difficulty.

"We started off a little shaky and lost a couple games, but we came back on top," Zac Bradtmiller (11), point guard, said.

With another win, the team is eyeing the state title. That glory is a reward rather than an endgame.

"Overall we like to get on the grind and make ourselves better," Bradtmiller said. "We think just one game ahead."

Basketball, like many team sports, teaches valuable life and work skills.

"You learn communication, teamwork, and lots of hard work that will help (you) later on in life," Grinsfelder said.

The hours spent practicing al The team values the exercise and the time spent together.

"My favorite part about being on the team is practicing and getting better," Xavier Overstreet (11), shooting guard, said. "We practice an hour or an hour and a half after school for at least five days a week."

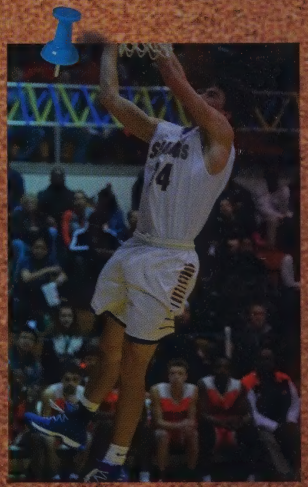
The team is like a family, with team dinners every Thursday. They have some inside jokes and like to tease each other, all in good fun.

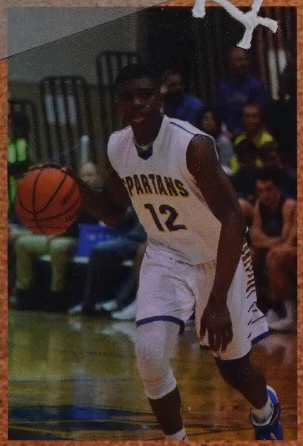
"Sam Buck (12) kind of does some acting," Bradtmiller said. "Our inside joke is that, whenever he has any soft contact, he'll throw his hands up in the air, and that's our thing to make fun of."

The guys have excellent chemistry, which is something that aids them out on the court.

"I would describe the team as determined, confident, and united," Onye Ezeakudo (12), point guard, said.

No matter what happens during a game, the team still wins, as the experiences they've had on the team will stick with them for the rest of their lives.





"Everything Coach (Don) Lines says has a life lesson in it. I'm definitely going to take the things he teaches us with me," Overstreet said.

For example, he encourages the players to be the best at whatever they do by putting their mind to it and believing in themselves.

The coaches, Chris Johnson, Don Lines, and Josh Salway, as well as assistant Nick Ankenbruck, work together to lead the team to victory at games and in life. They inspire leadership and foster a positive environment.

"Coach Johnson brings that fun environment and Ankenbruck is always by his side ready to joke around," Bradtmiller said. However, when they need to be serious, the coaches make sure to get down to business.

Coach Johnson recently coached his [illegible] win, something Trent Loomis (11), small forward, believes indicates the high quality of Homestead's coaches.

"I believe that we have the best coaches and trainers in the state," Loomis said.

Ezeakudo echoed Loomis's opinion of their coaches.

"In my opinion we have the best coaches in Fort Wayne," Ezeakudo said. "They do everything possible to have us prepared for each game and they are a big part of our success."

Ezeakudo's teammates have named him as the player who grew the most this season.

"He has really started to become a leader on the floor," Grinsfelder said. "He is very good at scoring and getting his teammates involved in the game."

Even though he is not a loud or boisterous player, Ezeakudo has mastered the art of capturing the crowd's attention through his talent and leadership. Every player has seen growth, however, and continues to hone their abilities.

"The biggest thing I learned from being on the team is that you need to work hard to be successful," Ezeakudo said. He plans on playing basketball in college, so his four years on the team should serve as a solid foundation for his future.

Indiana's basketball scene is very popular, something the team says can make games both demanding and exciting. There's always a Spartan supporter at every game, whether conference or not.

"Having the crowd there supporting us definitely helps," Bradtmiller said.

Having fans to support the players boosts their morale, bringing out the best in each player. However, it can be difficult to fill the bleachers, especially when the student section is smaller because games are farther away.

"When turnout is low, like at away games, it can kind of feel like we aren't there," Bradtmiller said.

Overstreet described the feeling as akin to playing a scrimmage rather than an official game.

Despite this, each player's passion for the sport never fades. They just hope that the student section can match that passion.

"The attendance isn't bad, but our student section needs to get louder -- a lot louder," Loomis said.

The boys are thankful for every fan because they make playing a better experience.

Though the season is coming to a close, there are still games to be played and memories to be made.

The team will play Carmel for the regional tournament this Saturday, March 10th.

UP IN THE AIR

gymnastics team is going to state

EMMALYN MEYER

Writer

Yana Weir (11) salutes the vault judges, sticking her hands in the air and taking a deep breath. She concentrates on the run in front of her, inhales again, and begins a sprint down the runway. She hits the springboard and flies into the air, performing a half-on-full-off, a move that combines a half onto the horse (the vaulting apparatus) and a full twist off of the horse. It's almost perfect, but not quite. When she falls, she lands on the edge of the mat and feels excruciating pain in her leg and foot. Her leg and foot are both broken, and she's out for the rest of the season, possibly longer.

In addition to dealing with injuries from last season, the gymnastics team lost a few talented seniors from last year; however, it has remained consistent and strong, and each gymnast has worked to improve her skills and attain high scores at every meet. Weir, who has now partially recovered from her injuries, believes that, despite a few rough patches at the beginning, the gymnasts are improving, and their progress shows in competition.

"(This year), we started off pretty well with decent scores, and we've just been climbing and getting better throughout the season," Weir said. "There have been a lot of skills we've been working on, as well as the difficulty."

Weir, who has placed at many dual and invitational meets, including first place on beam at the Marion Invitational, is recovering from an injury that kept her out of the gym all summer. She broke her tibia, foot and wrist when vaulting and has still not fully recovered. Her teammate, Nadia Barron (10), was injured as well.

"I dislike how dangerous it is," Weir said. "I don't like the idea of getting hurt again. We're not where we would have been if (Barron and I) hadn't been injured."

Malia Metelues (11) feels similarly about the difficulty of the sport, and feels that an injury affects every gymnast on the team, even if the injury is not their own. She recognizes the risk of gymnastics as well, knowing that "gymnastics can sometimes take a toll on (her) body, and it is easy to sprain, break or tear things."

However, many gymnasts love the challenges that gymnastics brings, and that is the reason they continue to push through the pain and continue to improve. Catherine Milne (11) is one such gymnast.

"I like the challenge of gymnastics," Milne said. "It is challenging both physically and psychologically, but the sense of getting a new skill or hitting a routine really well makes it all worth it."

Despite the many impediments, the gymnasts are confident in their abilities. They have a few recent victories, including a win at the Marion Invitational, where the team took first for the fourth consecutive year.

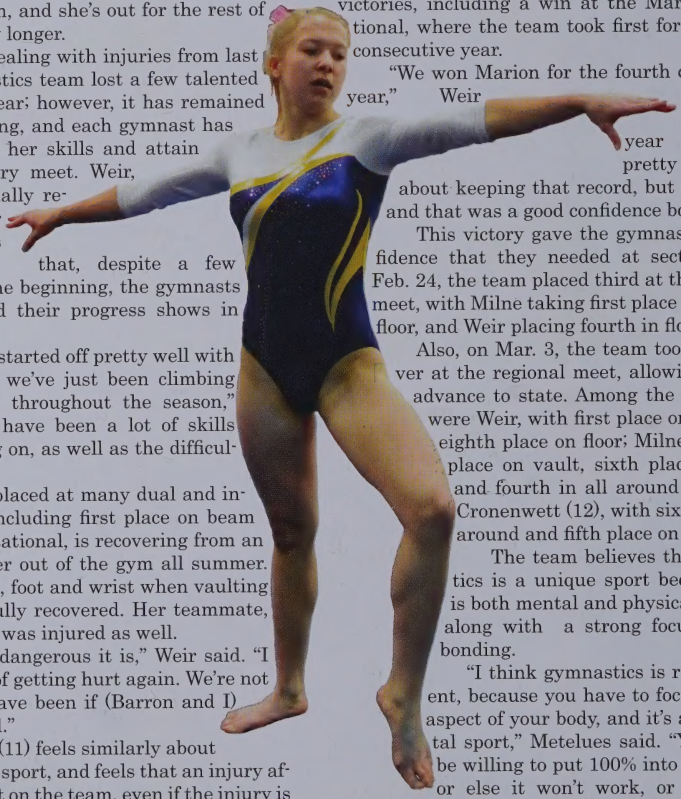
"We won Marion for the fourth consecutive year," Weir said. "This year we were pretty nervous about keeping that record, but we did win and that was a good confidence boost."

This victory gave the gymnasts the confidence that they needed at sectionals. On Feb. 24, the team placed third at the sectional meet, with Milne taking first place in bars and floor, and Weir placing fourth in floor.

Also, on Mar. 3, the team took home silver at the regional meet, allowing them to advance to state. Among the top placers were Weir, with first place on beam and eighth place on floor; Milne, with fifth place on vault, sixth place on beam and fourth in all around and Olivia Cronenwett (12), with six place in all around and fifth place on beam.

The team believes that gymnastics is a unique sport because there is both mental and physical pressure, along with a strong focus on team bonding.

"I think gymnastics is really different, because you have to focus on every aspect of your body, and it's a very mental sport," Metelues said. "You have to be willing to put 100% into everything, or else it won't work, or you'll hurt yourself, or you'll fall."



PHOTOS BY MALIA METELUES

Catherine Milne (11) performs her floor routine during the Carter Classic.

Olivia Cronenwett (12) celebrates after sticking her landing on vault. (above) Yana Weir (11) performs her vaulting run. (top)

Malia Metelues (11) flies from one bar to another during her uneven bar routine.

PHOTO BY REAGAN ROLLER

START HERE

Which song do you prefer?

—Finesse - Bruno Mars ft. Cardi B.→ Where do you want to eat?

Coney Island

Pint & Slice

Havana - Camila Cabello

Where will you post updates over break?

←The Office— Which show will you be binge-watching over break?

Friends

Instagram

Snapchat

What's your favorite Vine?

"It's a avocado! Thanks!" → Are you a morning or a night person?

"FR E SH A VOCA DO"

Morning

Night

New Year's Eve

PHOTO COURTESY OF TORI AICHELE

PHOTO COURTESY OF KAYLEIGH O'HARA

Where Should You Go For Spring Break?

RYAN TERRILL AND JESSICA MELVIN
Writers

Which animal would you rather be?

Dolphin

Pick your favorite childhood TV show:

Panda

Drake and Josh

What phase did you go through in middle school?

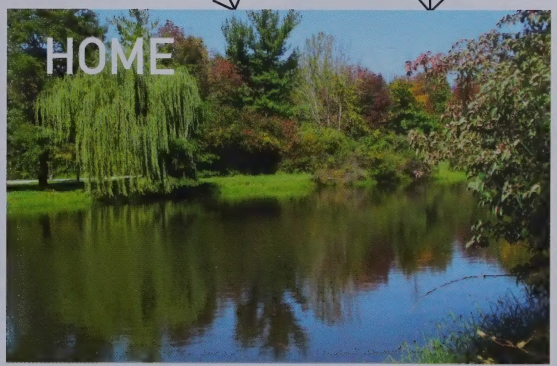
Which holiday is better?

The Suite Life of Zack and Cody

One Direction phase

Emo phase

4th of July



Show Choir Showdown

Mercy Barnett (9) performs her solo during Elite's show.

Ana Sidel (11) and Toriana Simoes (11)

Katie Christmann (11)

Emma Parsley (11)

Grace Leone (12) and Thomas Ledbetter (12)

Payton Head (12)

Ryan Swymeler (11)

PHOTOS COURTESY OF REGAN JONES

Class Royale gathers in a circle before taking the stage at their competition. "My goals are to keep improving the show and win as much as possible," Jesse Majors (11) said.

LISA CHEN

Sports Editor

In 1975, Bishop Luers High School organized the first ever show choir competition in the country. For this reason, Fort Wayne, the home of show choir, boasts some of the best high school show choirs. Homestead's own Class Royale, comprised of 48 students of both genders, lives up to this standard as a nationally ranked show choir. The group has won Grand Champion at multiple events, including ones held at Northrop and Churubusco. In addition to Class Royale, the unisex group, Elite, is made up of ... girls. Anonymous Blue serves as the backup band for both show choirs.

In show choir, the performers combine elements of both singing and dancing, .

"I feel like there are a lot of misconceptions about show choir," Aidan Ocken (11) said. "Ultimately, we're just a advanced choir that uses choreography to help convey our message."

This year's Royale show consists of the songs "Feel It," "Nobody," "Caught in the Storm," "Faith," "Million Dollar" and "Atom Bomb." Although the show is only 15 minutes, the choreography takes months to learn.

"We start to learn the choreography and vocals at the beginning of the [school] year and continue to clean and refine our show all the way through our last competition," Ocken said. "We're never perfect but we do our best to make our show the best it can be by the start of the season in Jan. and Feb."

In order to combine the aspects of choreography with their singing, Class Royale brings in specialists from different areas.

"Our choreographer lives in Chicago so when he comes we usually stay after school three to four days a week until 9 p.m.," Khira Hickbottom (11) said. "We do these kind of rehearsals about once a month until competition season starts in Jan."

The practice Class Royale puts in has been paying off, and the group has experienced one of its most successful seasons this year.

"The season is going really well," Ocken said. "We won grand champ at Northrop and we made night show at Dekalb, which is something Class Royale hasn't done in eight years. I think the rest of the season is going to be just as great and I really look forward to it."

Class Royale also swept the competition at Northrop High School, winning best choreography, best vocals and best band. Elite swept the competition at Garett High School, winning Grand Champion, best vocals, and best choreography. On March 3., Class royale won Grand Champion, best choreography, and tied for best vocals with Carroll at Churubusco Invitational.

"Performing is the best part because all your work finally comes together into a cohesive show," Jesse Majors (11) said.

Although the audience sees the performance away from the stage, the show choir enjoys different perspectives on stage.

"The actual performing and leaving everything on stage is really amazing," Ocken said. "It's hard to describe how it feels because it's such a unique feeling, but I love it."

The family bond of the performers creates an even more memorable season for the group.

"The group dynamic is really cool because we're like a family and we all come together to achieve something much greater than what any of us could do as an individual," Ocken said.

Not only do the performers become closer to each other, they meet show choirs from other schools.

"My favorite part about the competitions is getting to meet performers from other schools," Hickbottom said. "The show choir community is very supportive, and I've gotten to make some very close friends through it."

A unique part of this season is the national competition at the end of March in Nashville, Tenn. at the Grand Ole Opry, a historic stage for music. The show choirs travel to nationals every two years.

"I'm looking forward to nationals in Nashville because we get to compete against some of the best schools in the nation," Majors said.

Overall, show choir produces an entertaining performance for all to enjoy.

"I would everyone that if they have the opportunity to join a show choir, they definitely should," Hickbottom said. "It has changed my life for the better and I'm so grateful to have 47 people I know I can always rely on."

Through the ages

MIKAYLA HAVISON

Copy Editor

Most students have probably heard their parents begin a story with "back when I was in high school," but for a few Homestead students, the high school in their parents' stories happens to be their own school.

Avid runner Kaleb Crawford (9) and the basketball team's rising star, Luke Goode (9), are two students who have parents that attended Homestead as students. In fact, Crawford's mother is Kimberly Crawford, biomed teacher.

"She has given me quite a lot of good advice that she's heard from her students and everything she knew from when she came here," Kaleb Crawford said.

Despite the previous experience, Kimberly Crawford still notes that the school has undergone immense changes since she was a student.

"(The school) is definitely a lot larger," Kimberly Crawford said. "The Ninth Grade Academy was my middle school when I was here. There are also more course choices now."

During her time as a student, Kimberly Crawford was part of the gymnastics team, and now her son is on both the cross-country and track teams.

"I ran in middle school and my mom helped me keep going," Kaleb Crawford said. "She helped me actually want to run."

His mom's experience as a student may have also contributed to a lesson that Kaleb Crawford learned about the importance of persistence. Kaleb is proud to say that his running times have continued to improve over time.

"You always go from mildly slow and then you pick it up quite a bit throughout the (running) season," Kaleb Crawford said. "I dropped about a minute off my time."

Both the lives of Kimberly and Kaleb Crawford have been changed by their experiences at the school.

"I am sure that every experience influences our lives in some way, so I'm sure I would be (a different person if I had not attended Homestead)," Kimberly Crawford said.

Not only has the school influenced the lives of this mother-son duo, but also it has altered the lives of Susan and Luke Goode.

From participating in tennis, cheerleading, and student government during her time at this school, Susan Goode learned a lesson she hopes to pass on to her son.

"I learned time management... as a student athlete," Susan Goode said. "Also, I learned the value of teamwork and the importance of working hard at my academics."

Although Susan hopes that her son learns important life-lessons during his school years, she also wants her son to enjoy his high school experiences.

"We've always stressed the importance of (academic and athletic accomplishments) to Luke, but, we also want him to be a kid and enjoy school," Susan Goode said.

This basketball season, Luke Goode has had several impressive plays that have made him known throughout the school; however, Susan Goode is also proud of her son's academic accomplishments.

"I'm very proud of Luke's first semester grades; he is a very good student who works hard," Susan Goode said. "I'm also very proud of his contributions to the football and basketball programs this year."

Luke Goode also reciprocates the admiration that his mother feels for him.

"I'm most impressed with my mom's athletic accomplishments as she was able to go to state for tennis (her freshman year)," Luke Goode said.

Like the Crawfords, the Goodes have also noted the many changes that have occurred in the school.

"Homestead is very different from the teaching standpoint and the athletic facilities (are different since my mom went here)," Luke Goode said. "She told me that there were no softball fields or freshman academy when she attended Homestead."

Despite the obvious changes in the school's size, Susan Goode is happy to see that some aspects of the school have stayed the same.

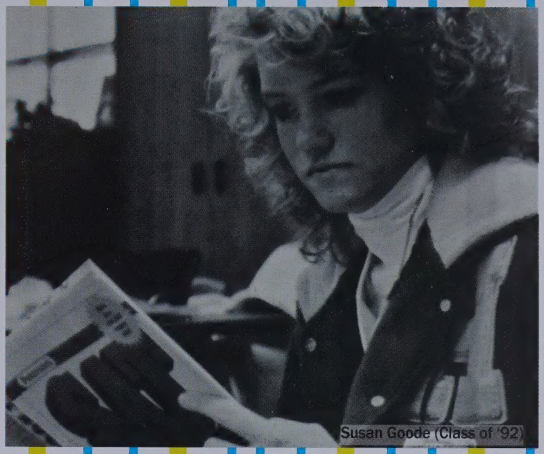
"Luke and I have both had Mr. (Mike) Miller and Mrs. (Anne) Tiernon," Susan Goode said. "I loved that he was able to have a few of the same teachers I had! These teachers are awesome and truly love the kids. It's been so fun for me see them again. Homestead has many great teachers; we are blessed."

Over the years, Homestead has prepared many students for the real world and influenced the lives of many.

"I believe (Luke) will be more than ready for college as Homestead does an excellent job preparing students for life after high school," Susan Goode said.

"I learned the value of teamwork and the importance of working hard at my academics."

-Susan Goode



Susan Goode (Class of '92)

Kaleb Crawford (Class of '21)

Luke Goode (Class of '21)

Kimberly Crawford (Class of '95)

"I am sure that every experience influences our lives in some way."

-Kimberly Crawford

ROLL CALL

MICHAL SPANJER

Editor-in-Chief

Car trouble. Feeling sick. Oversleeping. Family commitments. There are various reasons why students need to miss the first period of school. However, when this happens, students often find themselves wondering if it's worth showing up at school that day at all, due to the current attendance policy

According to the policy, one missed period counts on a student's attendance record the same as an entire day. This current policy encourages students to miss all of their classes even when they only had to miss one or two. Instead of gaining all the knowledge they can from their other class periods, many students decide not to go to school at all that day because, according to their attendance records, it won't make a difference.

The school should, instead, give students one point for each individual class they miss if they do not miss the whole day; to encourage students to come in for the remainder of the day, three of these points would add up to equal an entire day of missed school. For instance, if a student misses first period, he or she would get one point. If the student continued missing first period on three occasions, the student would use one of his or her ten parent excused days for the year. Similarly, if a student missed three or more consecutive periods, he or she would use up one parent excused day.

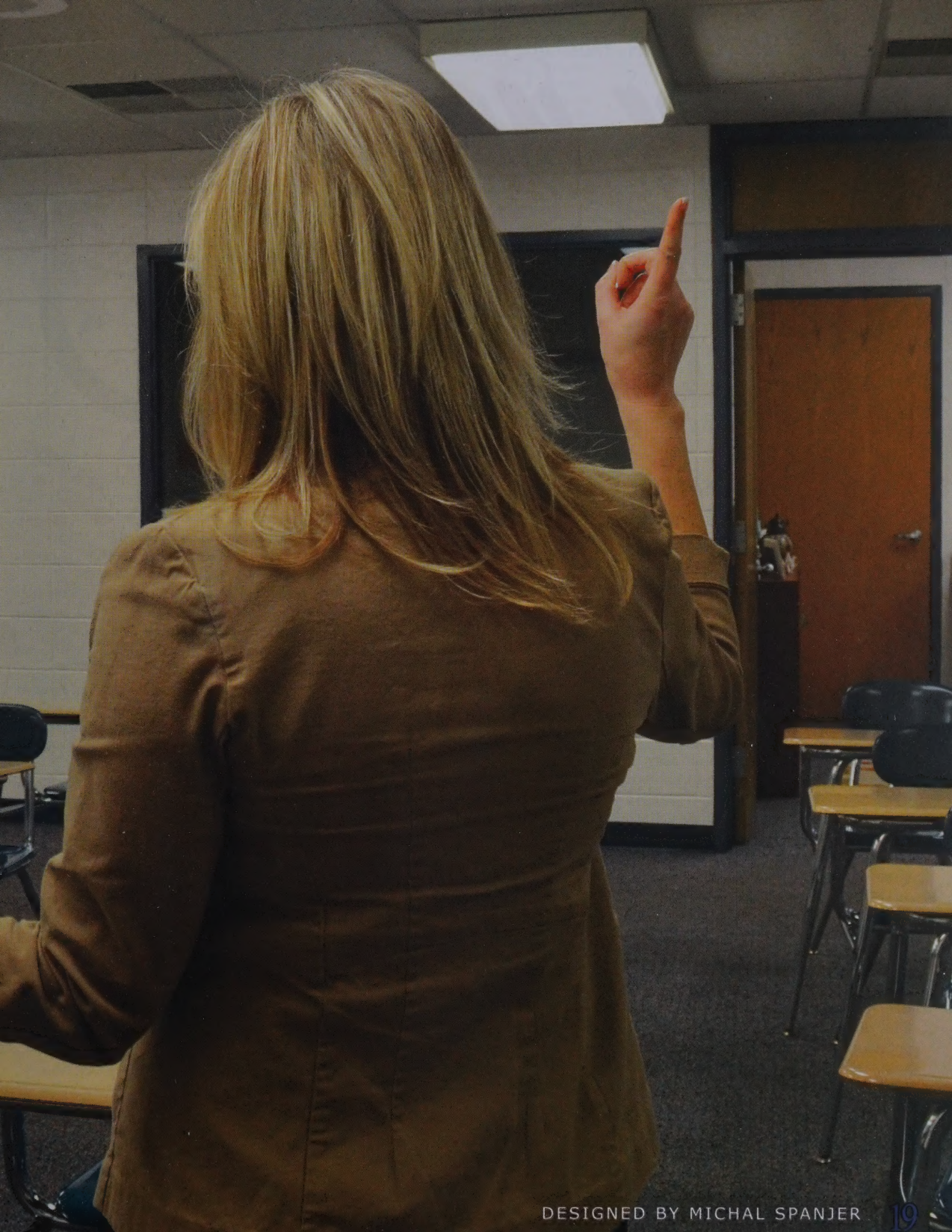
This points system would provide a way to pressure students to not miss class too often, but it would still motivate them to come to school for the rest of the day, even if they overslept or had car trouble in the morning and missed first period.

The attendance offices would keep track of students' points on Powerschool just as they keep track of the number of parent excused times each student has currently. Students would be able to easily view the points they accumulated until three points added up to an entire parent excused day.

The policy encourages students to attend classes as often as possible by not punishing them for one missed class, creating an environment in which students have reason to come to school and learn.

In order to encourage students to attend school as much as the are able to, the school must adapt its attendance policy to allow students more freedom if they inevitably have to miss one period. Instead of taking the rest of the day off after missing one class, students would have an incentive to get to school by the start of second period. There is so much learning that takes place during a single day of school, and students need to feel as though there is reason for them to attend as much of the school day as possible.

PHOTO BY ARIKA AKIN



Hurry up & WAIT

ARIKA AKIN

Editor-in-Chief

By this time of year, midterms are over and the end of the semester is approaching fast.

For seniors, this should be a time of relaxation. Our last semester of high school is almost over and we are about to be thrust into the real world. These are uncertain times, absolutely, filled with anxiety over the future, whether it contains college or not. They should not, however, be stressful. If you structured your schedule carefully, you should be in easy classes, floating towards your graduation requirements. (If you didn't create your schedule correctly and are in 3+ AP classes or even just seven full classes a day, like me, so jealous of your friends who get to leave, then good luck.)

In any case, you should be able to relax. Senioritis should be in full swing, and the only stress that you have to face should be deciding on where to spend your college years, right?

This is, of course, not the case. Though some students are all set for their futures, with a job or a college in place, there are still many of us, subject to the whims of academia, that are waiting on the college acceptance decisions that will shape our future.

This is, undeniably, incredibly frustrating. Some of us have even been accepted to one or more colleges but are unable to accept our acceptances and start filling out the myriad of forms necessary to become a college student until we hear from other places.

As if to add insult to injury, some colleges even release acceptance decisions early to the star-studded few who the colleges legitimately want (and send you a condescending email telling you that "the majority of applications, like yours, are still under review." Thanks.)

Even if colleges don't do this to you, their decision to wait to release acceptance is still a huge inconvenience, and causes undue amounts of unnecessary stress.

Late decision releases are especially distressing if you're waiting to commit to colleges like Indiana University, which have a first come-first serve housing application, having to wait to commit directly increases the chance that you will not recieve your first choice in housing. It also means that you're losing valuable time that you could use to find a roommate, as no one wants to be put into the position of having to find a new roommate at the last minute.

Having to wait for application decisions also costs valuable time that could be used to visit the colleges that you might end up going to. There's a delicate balance necessary to getting the most out of those three college visits that students get yearly, and using them all in a row in April isn't a good way to stay on top of your academics.

Waiting to release decisions also allows for more doubt to form. Though a student may have internally decided to attend one college, waiting to hear back heightens anxiety about whether they will be accepted, and they tend to begin to look more favorably on the colleges where they have already been accepted.

In any case, late application decisions force students into limbo about their futures; unable to finalize their college applications, and pay the hundreds of dollars necessary to commit, students are forced to wait for the light at the end of the hallway: acceptance into the college of their dreams.

Honestly, there are no true solutions to this problem. Colleges will, in any case, require time to process the applications that they receive, and no matter what students will still be forced to agonize over forces outside of their control while waiting for acceptances. I, as a student waiting on decisions to determine my future, of course want colleges to just release their decisions earlier. Colleges, of course, especially those who receive over 50,000 applications, want more time to accurately process applications. Even more obviously, colleges that use a "holistic" approach to acceptances, looking over more than just a student's test scores, need time. There's a reason why it takes so long to hear back from colleges, but knowing it doesn't help with stress.

March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Purdue FAFSA Priority Deadline	2	3
4	5	6	7	8	9	10 Rensselaer Polytechnic Institute Decisions Released
11	12	13	14	15 Purdue Regular Decisions Released	16	17
18	19	20 Case Western Reserve University Decisions Released	21	22	23	24
25	26	27	28 Harvard Decisions Released	29 Cornell Decisions Released	30	31

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 UKentucky Housing Application Due	2	3	4	5	6	7
8	9	10	11	12	13	14 ACT Test
15 Ball State FAFSA Deadline	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 National College Decision Day	2	3	4	5 Purdue-On-Campus Housing Deadline
6	7 UMichigan Housing Application Due	8	9	10 IU Housing Application Due	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31 Ball State Housing Applications Due		

Zoe Moore (11) recites an original poem calling for gun control at the Students Demand Action rally. PHOTOS BY LAUREN BERTA

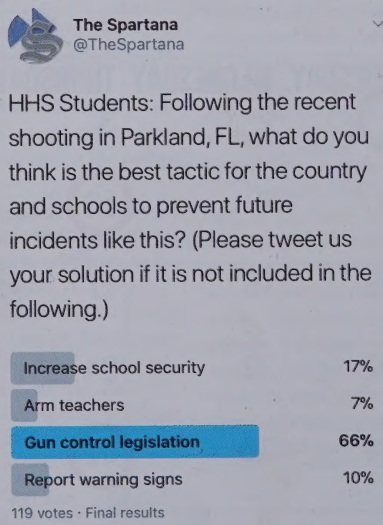
STUDENTS' THOUGHTS

ZOE MOORE (11)

Arming teachers is not the answer to ending gun violence in schools. Considering there are 3.1 million public school and 400,000 private school teachers in America, arming 20% as (President Donald Trump) proposed less than a week ago would give up to 700,000 teachers guns. Not even a fraction of that number of teachers owns or knows how to use a gun, and even if they underwent special training, the hundreds of millions of dollars this proposal would cost is staggering considering it funds more weapons entering schools, contrary to the goal of keeping kids safe.

The solution has to be about limiting access to guns, especially assault rifles, because no matter how you word it, this is a gun issue.

More guns do not prevent violence -- they invite it.


The Spartana
@TheSpartana
HHS Students: Following the recent shooting in Parkland, FL, what do you think is the best tactic for the country and schools to prevent future incidents like this? (Please tweet us your solution if it is not included in the following.)
Increase school security 17%
Arm teachers 7%
Gun control legislation 66%
Report warning signs 10%
119 votes · Final results

JACK GARDNER (9) AND ETHAN HART (9)

Personally, we believe that arming teachers is a viable solution. Although the idea of increasing school security might sound plausible, we think that the cost outweighs the benefits.

Also, if guns were banned outright, a person desperate enough to commit an atrocious crime would attain any means possible in order to do so.

Responsible, civilian firearm carriers can often respond to a situation more quickly than law enforcement and could therefore stop an active threat such as a shooter. Total gun control would completely eliminate this valuable defense against terrible shootings.

Ultimately, it is the person using the gun that decides the final outcome and not the gun itself, meaning that it is unfortunately nearly impossible to prevent incidents like these completely. What we can do is defend ourselves the best, a way that involves responsible citizens, including teachers, carrying weapons to protect themselves and others.

Whatever the final solution to this issue is, it is clear that some major changes need to be made to the way things are done.

UP IN ARMS

MICHAL SPANJER

Editor-in-Chief

The shots that killed 17 students and staff members at Marjory Stoneman Douglas High School in Parkland, Fla. on Feb. 14 sparked a student-led movement toward school safety reform and gun legislation. The ideas have been circulating in discussion since the Columbine High School shooting nearly 20 years ago, but have gained momentum following the recent shooting as students who lived through it continue to speak out and fight to prevent future incidents.

Students at Homestead have already taken action to support the movement. Some students joined in on the Students Demand Action rally, organized by Homestead graduate Brandon Blumenherst, on Feb. 25, holding up signs declaring, "Never Again" and "Enough is Enough." Two members of Young Progressives, Panashe Chakabva (12) and Zoe Moore (11), spoke at the rally.

Park Ginder, principal, organized a meeting on Feb. 27 to discuss the issue with Young Progressives, Young Americans for Freedom, Unity Club, student government and other student leaders. Students brainstormed ideas of how the school could demonstrate its support for Marjory Stoneman Douglas, ask for legislation to prevent future incidents and feel safer in their own school. Ideas ranged from taking part in the March for Our Lives downtown on March 24 to writing letters for legislators.

"Our mission is to unite the students of Northeast Indiana in order to spark change in school safety because we are students who care about our lives," Young Progressives and Young Americans for Freedom wrote in a joint statement.

The two groups have come together into "a coalition," as they call it, and are in the process of developing an appropriate and effective response.

"Nothing is not an option," Courtney Asher (10) said, in regards to taking steps toward preventing more school shootings.

While students nationwide will be taking part in a school walkout on March 14 in support of gun control and school safety, the administration warns against Homestead students joining in, primarily for their own safety. A scheduled event during which a large number of students walk out of the school building could become dangerous, especially because "staff can only support students so far (when they are outside of the school building)," according to Ginder.

He, along with the leaders of Young Progressives and Young Americans for Freedom, warn that the statement students try to make by walking out may be marginalized because they will be seen as just one more school taking part in the walkout instead of making their own statement. Some students also worry that their peers will not take the walkout seriously and may look at it as an excuse to get out of school for 17 minutes. Consequences for taking part in the walkout include detentions and other disciplinary action, based on the attendance record of each student.

"I do think there are some things that, as a school, we could get behind, (like) if we were doing voter registration... and even providing a space or way to have a press conference, but during the school day, we're going to be (focusing on) the safety of our kids, the education of our kids and maintaining that learning environment," Ginder said.

He encourages students to stand up for what they believe in, reminding them that their voices matter and they have the power to change the world, even at a young age.

"Do big things," Ginder told students at the meeting, echoing his words from freshmen orientation.

From left to right, Panashe Chakabva (12), Regan Jones (12) and Zoe Moore (11) listen to speaker during the rally.

HOW TO GET INVOLVED

- Register to vote
  Visit indianavoters.in.gov
- Contact legislators
  Visit iga.in.gov/legislative/find-legislators/
- If you see something that makes you feel unsafe, say something.
- Take drills seriously.
- Speak out: reach out to the media or send us your opinion for us to publish
  Email thespartana@gmail.com

DESIGNED BY MICHAL SPANJER

PHOTO BY LAUREN BERTA

Panashe Chakabva (12), senior class president speaks at an anti-gun rally February 25, 2018 in response to Parkland shooting.

april 2018
spartana

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The Spartana is a monthly production of Student Publications: Newspaper at Homestead High School. Its purpose is to enlighten, educate and entertain. The Spartana has, and may continue to, operate a limited open forum for the free exchange of ideas.

Staff members support the First Amendment in its entirety and oppose censorship in any form. The content of the paper is determined by the student staff. In cases of potentially controversial material, the Editorial Board will meet to decide the content of the newspaper. The staff will be assisted by the adviser in areas of professional ethics and legalities.

Material that is libelous or obscene as defined by Fort Wayne Newspapers or could cause a substantial and material disruption of the school day as defined by the Supreme Court will not be printed. Southwest Allen County School corporation encourages vigorous treatment of a wide range of subject matter, including controversial issues, and student journalists are free to report and to editorialize on events, ideas and issues in their high school, community, nation and world according to Policy Number 4150.

Public input will be accepted from the Homestead community in the form of letters to the editor. Letters must follow standards concerning libel or obscenity. Those that could cause a substantial and material disruption to the school day will not be printed. Letters can be emailed to The Spartana at thespartana@gmail.com.

YEARBOOK IS SELLING SENIOR SUPPLEMENTS UNTIL APRIL 13.

The supplements will contain special senior profiles, glo-ups and signing pages.

Supplements can be purchased during lunch for $5 or at the table during Senior Activities Day for $7.

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PHOTO COURTESY OF ALEX SIBLEY

DESIGNED BY ARIKA AKIN

STUDENT VOICES UNITED

Above, SVU members Luke Lael (12), Lumyah Habib (11), Zoe Moore (11), Panashe Chakbav (12), Regan Jones (12), Nick Elchert (11), and Karen Tranh (11), and below, Lael, Chakbav, Lauren Berta (11), Moore, and Ivanna CintronTorres (11), discuss the plans for Student Voices United moving forward from the aftermath of Parkland.

In the Aftermath...

LAUREN BERTA

News Editor

The shooting in Parkland, Florida was a frightening moment for students across the country. Marjory Stoneman Douglas High School was a school just like many. Even if students do not know anyone directly affected, the situation still hits close to home. For yet another time, as has been the case too often in recent years, safety was at the forefront of everyone's mind.

While the news was still current and the issue of school safety had not yet faded to the foreground, a group of Homestead students started an initiative.

It started when student leaders were called down by Park Ginder, principal, after school on Feb. 27 to discuss what Homestead's response should be to the school shooting in Parkland

The student leaders came to the meeting with many different viewpoints and opinions on the issue.

"The clubs (where the student leaders came) are Unity Club, YAF (Young Americans for Freedom), Young Progressives and Student Government," Regan Jones (12) said.

Most of the group Ginder gathered left after a short discussion with him, but around twenty students remained long after the others had left.

"After the meeting, there was a group of us who thought nothing happened from that meeting," Maddie Minobe (12) said. "We wanted something to happen."

The students who stayed were passionate about school safety and put their minds together to come up with a way to create change.

"We all had the shared interest to promote change in school safety after the shootings over the last few decades," Lumyah Habib (11) said. "We wanted to get together and do something about it."

The students are a very diverse group and not just in political ideology. The group has been faced with the challenge of coming together on a very controversial subject. In every discussion the group has, members of both sides of the political spectrum voice their opinion. However, that has not deterred progress.

"(Someone) might disagree with what someone says in the meeting, but they're not going to attack them or come after them because they know we're there for a reason," Jones said. "We're there because we're all passionate about school safety and protecting kids."

The group decided that the one thing they could agree on was that they wanted something to happen. That something was different for everyone, but, to paraphrase Courtney Asher (10), nothing was not an option.

"We want to focus on the fact that this is not a partisan issue," Habib said. "It's not about political ideology; it's strictly about school safety. We're bringing together all these different viewpoints and I think that's really important."

Ginder heavily supports this sentiment.

"When Dr. Ginder brought us together, he talked about it being healthy," Minobe said. "The group having different opinions is healthy for us."

These students call the initiative Student Voices United, also known as SVU.

"The main objective is to give students a platform to talk about change in school safety and what they would like to see," Minobe said.

Members of SVU stressed that the platform they wish to give students is not contingent on what they are going to say. No matter what students believe, they are welcome to participate in order to have their voices heard.

They plan on creating a platform through their letter writing campaign. Students are invited to write letters to their congressmen asking for change, or any other message they want to send.

The group has provided a form letter for students, as well as a bullet point list of suggestions for what they might want to include. Students can find it on their Twitter page, @studentsvu. Letter submissions are accepted through the group's Gmail, studentvoicesunited@gmail.com, or they may be submitted in person to members in the IMC in the morning, or to members in or outside of school.

"Our officials are meant to represent us, and they cannot do that without knowledge of our positions on these hot button issues," Ruthie Puckett (12) said.

The group doesn't just want to unite the different sides of the political spectrum, or even Homestead, but has their eyes set on Northeast Indiana.

The mission statement of the group is on their Twitter account. It reads: Our mission is to unite the students of Indiana in order to spark change in school safety because we are students who care about our lives and the lives of future students.

The group is uniting different schools by coordinating with student leaders in different places.

"A lot of schools in districts in and around Fort Wayne are getting their own SVU started up," Jones said.

The members of SVU are primarily upperclassmen, so one worry of the group is that movement will die out once they graduate. Therefore, SVU has focused on reaching short term goals, particularly the completing of the letter writing campaign near the end of April. This doesn't mean there isn't more to come from the group, though.

"As it always happens after every event in the case of school shooting, (the passion) dies down really fast," Minobe said. "But if there's some fire that keeps the ball rolling, I think the sentiment will stay."

DECA-cated to

LISA CHEN
Sports Editor

As thousands of students from across Indiana gathered in the JW Marriott in Indianapolis for awards, Homestead's DECA team buzzed with anticipation, hoping it would send many students to the international competition in Atlanta, Georgia.

DECA, Distributive Education Clubs of America, is a business-based club that promotes marketing, finance, hospitality and management through role play competitions and paper presentations.

"DECA has done incredible things in my life," Addison White (12) said. "It is refreshing to see that a student's success in DECA is a direct result of the amount of work and dedication that they put in. DECA has been an organization that has given me immense amounts of opportunity in the areas of leadership and service."

DECA is separated by two main competitive events: role play and paper. During role play events, such as Principles of Finance and Business Laws and Ethics, students are given a situation the day of their presentation and must use a limited amount of time, such as 10 minutes, to solve the problem given.

Unlike paper events, role play participants must qualify for state competition in Indianapolis by placing in the top five of their category at districts. This year, Homestead had 42 students qualify for the state competition through the district competition.

For paper events, such as Advertising Campaign, students qualify directly for state. Students choose between five page, 11 page and 30 page papers that promote a certain company or inform about a business' operations.

"I prepared for SCDC the second I got back from competition last year," Jeremy Kim (12) said. "I worked very hard on my paper, especially first semester, while also creating additional visuals besides my PowerPoint. I also studied for my test in regular increments leading up to SCDC."

> "DECA has developed many aspects of my character. It has given me the confidence to pursue leadership positions after high-school"
>
> -Addison White (12)

While not all events have a test, participants in most of the eleven page papers and all role play events must take one.

At SCDC, the state competition, participants must place in the top three for paper events and the top four for roles play events, in order to move onto ICDC, the international competition. While 10 students from Homestead qualified for ICDC last year, 21 students qualified this year.

"This year was incredibly successful with one of the largest groups qualifying for ICDC," Jesse Majors (11), co-president, said. "Since this was the first year with an organized, established club, I'm excited to see what the future holds."

Although students have a lot of free time at SCDC, this environment changes during ICDC.

"The international competition is like state on steroids," Majors said. "You meet so many different kids from different places, even other countries. I know going to Anaheim last year was one of my favorite trips."

Overall, the impact of DECA extends beyond high school because of its real world scenarios.

"DECA has exposed me to realistic business situations and helped me build valuable connections," Kim said. "I have learned to develop a strong work ethic that I will take with me to the prestigious Kelley School of Business next year. I believe that DECA has taught me business skills that cannot be developed inside a physical classroom."

While DECA may be a business club, those who are not necessarily interested in business still benefit from the competition experience.

"DECA involves a lot of creativity and independence and can strengthen anyone's character, even for other fields," Majors said. "It helps with public speaking, application and research, while still being enjoyable. I would encourage anyone to join, regardless of the field they are looking to enter."

The DECA experience not only provides skills beyond the classroom, but also builds new friendships and pride.

"My favorite part about DECA is the relationships you form," Kim said. "After three years of being a part of Homestead DECA, I have developed a sense of pride in being part of this organization and will never forget the thrill of being able to compete."

Amulya Chintapalli (11), Vanessa Popescu (11), Ashley Federoff (11)

Susan Chen (12)

Jeremy Kim (12), Julia Dvorak (10)

PHOTOS COURTESY OF SYDNEY SCHOLL

Business

Meet Addison White

Indiana DECA Vice President of Corporate Development

Why did you decide to run for a state officer position?

I decided to pursue a position on the Indiana DECA State Officer Team because I felt like I wanted to make an impact on a large group of people before I graduated. I also felt that I had strong leadership potential and that being on the officer team would provide further development of these skills. I also wanted to have more public-speaking opportunities and to be able to represent Indiana DECA on the state and national level.

What did you do as VPCD?

As the Vice President of Corporate Development, it was my job to form partnerships with businesses and colleges among other organizations. My ultimate goal was to raise as much money as possible to provide travel-scholarships to the members of Indiana DECA among other opportunities. This year, I was able to lead the officer team to raise nearly $20,000. My position also involved many meetings in Indianapolis with the State Officer Team and the Indiana DECA Board of Directors to make decisions regarding the association and its leadership conferences. As the Vice President of Corporate Development, I also led conferences and other events which included running workshops, handing-out awards, and speaking to the delegation.

What is your favorite part about being a state officer?

My favorite part about being on the State Officer Team was having the ability to impact a large group of people. Making decisions and raising money for a group of around 3,000 students gave me a huge sense of purpose and responsibility. Beyond this, I also enjoyed speaking in front of this large group of students as well as forming friendships with the other officers.

ICDC Qualifiers

- Susan Chen (12)
- Jodi Camino (12)
- Addison White (12)
- Jeremy Kim (12)
- Malik Wirges (12)
- Lumyah Habib (11)
- Lisa Chen (11), Shravan Kumar (11)
- Indiana Burks (12), Ben An (12)
- Thomas Weir (12), Jake Dunn (12)
- Sydney Adams (12), Julia Eifert (12)
- Khira Hickbottom (11), Jesse Majors (11)
- Panashe Chakbava (12), Pravalika Surakanti (12)
- Ashley Federoff (11), Amulya Chintapalli (11), Vanessa Popescu (11)

DESIGNED BY LISA CHEN

MAKING STRIDES

Angelina Szedlazeck (10)

Abby Smith (11)

Riley Jones (10)

Josie Gery (9)

PHOTOS COURTESY OF KAREN DVORAK

The track team's 4x400 relay group, consisting of Jul Dvorak (10), Claire Smith (12), Kara Gealy (11) and H ley Swing (11) celebrate their success this season.

MIKAYLA HAVISON

Copy Editor

"Runners take your mark!"

The runners line up on the start line, beginning to focus on what is ahead: the finish line.

"Get set!"

With focused minds, the girls get into their running stances, preparing for the run ahead and concentrating on the track.

"Go!"

The starting gun cracks and the girls are off, running with every bit of energy they have.

The girl's track team is notorious for their challenging practices that often pay off with huge success. Under the coaching of Sara Wyss, history teacher, and Anne Tiernon, gym teacher, the team saw an immense amount of success last season.

"We were sectional champs and we took kids to the state meet in six events," Tiernon said. "We also were regional runner ups."

Though the team is proud of their success last year, they are only hoping to get better. The girls' team has been rigorously practicing, hoping to improve their times.

"We want to have better performances (this season)," Tiernon said. "Track is a very measurable sport with times and distances."

In order to increase the effectivity of practices, the team splits up into a long distance and a sprint running group, to create specialized workouts for each running event.

"I am long distance so that means we usually have lunges and then we do a warm up for up to 15 minutes on an 8:30 mile pace," Saige Norris (12), varsity two mile runner said. "(Next), we do our workout and if it's a hard day, we do intervals. If it's an easy day, we just get mileage. Then we come back to school and do planks, push ups and abs."

Though both practices are intense, the shorter distance runners have a much different workout than the long distance runners.

"Usually with the long sprint girls, we start at a three lap tempo at six minute mile pace," Claire Smith (12), varsity short distance runner, said. "(Then), depending on the day, we either do a longer workout, such as a ladder workout, or Tiernon will have us do three 500 (meter runs) or five 300 (meter runs). We also usually do a couple 200s or 100s."

Though the team's 65 runners all put in work at practice, practice is not the only factor that has contributed to the group's success.

"It doesn't just take being fast (to be a good runner), you also have to be fit," Smith said. "Technique is also a big thing that I don't think a lot of people pay attention to. When you are in shape and you know the technique, it is easier to run faster."

On top of being physically fit, the girls also have to keep a certain attitude and sense of team spirit, in order to get results.

"You have to have the mindset that pain is just discomfort and its temporary," Norris said. "You (also) have to be a big team player because everyone is going thought the same thing."

Even through exhaustion, the girls must keep pushing through the pain.

"Sometimes it does get hard to snap out of being tired, but you need to be mentally tough and get through it," Smith said.

Despite the painful practices and excruciating events, the girls are drawn to the sport.

"The team aspect (is great)," Norris said, "Getting together with this crazy bunch of girls everyday is pretty fun."

Tiernon believes that the team aspect of the sport has also made the girls better runners.

"(Running) is not always easy," Tiernon said. "(The girls) push each other and they want to make each other better."

The team's next home meet is on April 12, starting at 5:30 and the girls would love to see some students cheering them on.

"People don't really think track is intense, but longer events can get super competitive," Smith said.

In total, it takes a lot to become a talented runner, but the girls' track team seems to be on the right track to success.

"We are an experienced team," Tiernon said. "Hopefully that experience will helps us with (reaching) overall higher goals and higher expectations."

Emilie Uhrick (12) stops a ball from going into the goal.

Isabella Deluca (11), top, stands ready to catch a ball.
Hannah Snyder (12), above, completes a pass.

PHOTOS BY EMMALYN MEYER

LAX to the MAX

EMMALYN MEYER

Writer

For most students, spring is the best season. It brings sun, warm weather and most importantly: a break from school. However, a select few include another item on their list of favorite spring activities: lacrosse.

When spring rolls around, the members of the girls' lacrosse team grab their sticks and head out to the field for daily two-hour practices. For hours on end, the girls practice rep after rep, catching, cradling, passing and shooting balls, perfecting every skill. The season may only be two months long, but the games are long and frequent.

The girls' lacrosse team has become more cohesive this season; chemistry is their main goal, after all. At the first tournament of the season in Evansville, the team played five games, winning two and losing the other three.

"Obviously, we would rather have won all the games but we worked hard in the other games and they were close losses," Hannah Snyder (12), defensive player, said. "It shows our potential to grow, and we think we can have a really good season."

Unfortunately, even though the season only started in March, the team has already lost a star player to injury: Peri Darmofal (12), attacker and midfielder.

While playing in a game on Mar. 10, a member of another team collided with Darmofal, causing her to fall on her right ankle, snapping it. After sitting out for a game, she played again, but tripped over her sister, Helen Darmofal (9), bursting the bursa sac in her knee and tearing a few ligaments in her finger.

"For some reason, this year we have a lot of injuries, like one of our star players, Peri Darmofal, who makes a lot of the goals," Regan Jones (12) said. "A couple girls have concussions. Plus, there's a few torn ACLs."

Most students do not know that from a few schools nearby, including Carroll and Bishop Dwenger make up the lacrosse team, due to the lack of lacrosse teams in the city; however, the conjoined team does not affect the chemistry nor the bond that the team has.

"I see Homestead people in the hallway and not Dwenger people, but at practice, it's not like Dwenger people are in a corner and Homestead people (are) in another," Darmofal said. "It's not cliquey; we're all one unit."

However, because the team is a Homestead team that does not have players from only Homestead on it, the team is not an IHSAA school-sanctioned sport and is, instead, a club team. Next year though, Carroll will have a lacrosse team, and the players speculate their team may become exclusively for Homestead students.

"The only bad part (about having a multi-school team) is that it makes us a club team and club teams cannot compete in the postseason competition," Snyder said. "Other than that, I really like it, because I like meeting and forming friendships with girls from other schools."

Unlike school sports, where the players have been involved in the sport for most of their lives, most lacrosse players learned the sport by coming to the first practice and picking up skills along the way. While Darmofal used her hockey skills to learn the sport, Jones began with no prior knowledge, and the team accepted both anyway.

"I moved here from Michigan, and I didn't like hockey anymore because I kept getting injured, and I'd heard that girls' lacrosse wasn't a contact sport, so I just showed up to the first Homestead practice," Darmofal said.

The girls' lacrosse team accepts those who attend, and they encourage anyone who wants to play to join the team next year.

"It is a club sport, so you don't have to play for years on end – you can come to the team and learn," Jones said. "It's honestly pretty cool that you can make great friends from all around just from a sport."

filtered REALITY

MICHAL SPANJER

Editor-in-Chief

I'm not one to talk about the negative aspects of social media. As someone who spends most of my free time scrolling through Instagram, Twitter, Tumblr, or even Facebook if I'm really bored, it would be hypocritical of me to start listing off everything wrong with social media. But even I, a self-proclaimed social media addict, haven't gone oblivious to the way all of the expectations and notifications mess with my head.

According to an extensive 2015 study by Pew Research Center, 71% of American teens use multiple social media networks, and 24% go online "almost constantly." The continuous stream of information flooding our brains, as ideas of who we're supposed to be swarms around us, slowly chips away at our self confidence.

The effects of social media on mental health is well-known, and well ignored, by teens. We watch YouTube vlogs and Snapchat stories and try to compare ourselves to meticulously edited and filtered representations of someone else's life. A large majority of influencers on Instagram and YouTube have ideal bodies, seemingly perfect relationships and financial stability that allows them to pose in pictures around the world. Viewing only the high points of the lives of these social media celebrities, we tend to focus on our own imperfections.

Gazing at vibrant colors, wide smiles and beautiful scenery on Instagram feeds can take a hit on anyone's self confidence. We absorb the beauty of the snapshots we see of others' lives on social media without recognizing any of the underlying insecurities, but we can't allow this false pretense of perfection to become our long term goal in life. Even finstas, or "fake," private Instagram accounts in which people often post rants and pictures they deem unworthy of appearing on their real Instagram feeds, have exacerbated the problem. The lines between reality and of the idealism of social media begin to blur as we scroll through finsta posts, which we often view as more accurate representations of other people's lives even though they are still only pieces of what others choose to share.

Granted, each social media network has opened opportunities for expression, building relationships and remaining aware of events that currently impact our world. Features like Twitter Moments create outlets to easily keep in touch with issues about which people around the world are talking. The mental health implications of constant social media use shouldn't be reason to abandon the sites completely. I'm not advocating for everyone to delete apps from their phone or spend less time contemplating what to post; however, knowing the adverse effects helps people recognize when I'm comparing myself too much to an Instagram post.

The connected world has ignited a dangerous movement toward false reality. From Twitter wars to Instagram stories, we often subconsciously transform our personality to fit the model of how we observe others looking and acting online, and we lose a bit of who we are as individuals by surrounding ourselves with unfeasible expectations. Simply acknowledging the effects social media has on our minds can help keep our feet grounded in reality.

INFOGRAPHIC BY MICHAL SPANJER

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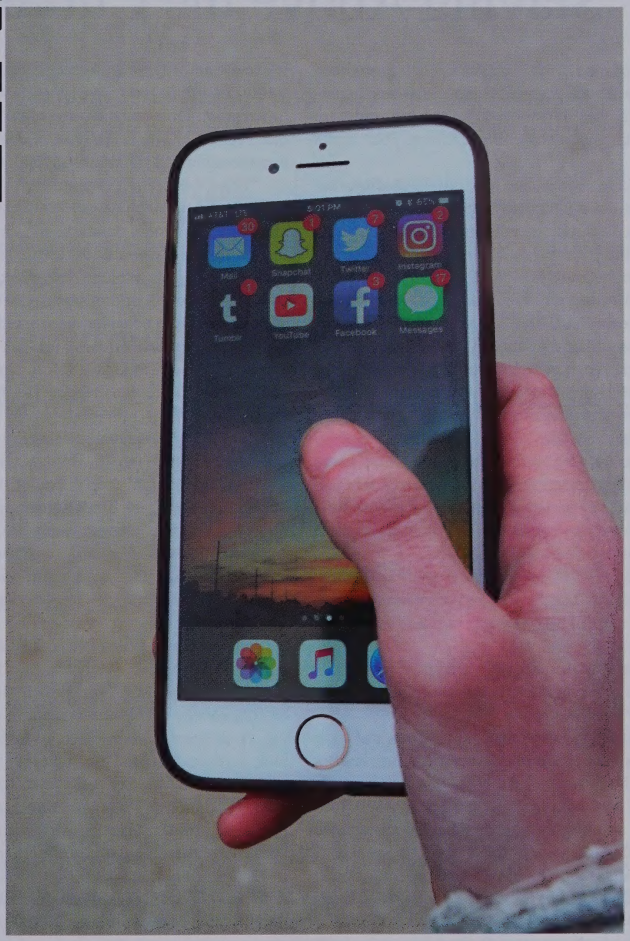

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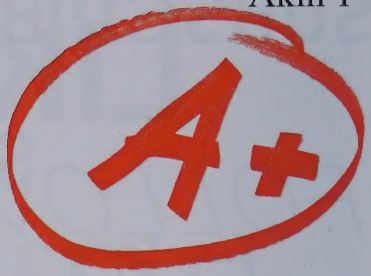
DESIGNED BY MICHAL SPANJER

Arika Akin

Editor-in-Chief

The Spartana

12 April 2018



Staying Above the Curve

Since the dawn of time, or at least since when formalized grades came into existence, there's been one question haunting the minds of students: how do you keep your grades up while still getting enough sleep and not killing your social life?

There's no definitive answer, and it's entirely possible that there never will be. No matter how perfect the rest of your life is, there will be days, weeks, months and years in which you struggle with the great balancing act of life. There just aren't enough hours in the day to do all that you have to do to thrive in this world, and it only seems to get worse as the year progresses. Regardless, here are some tips to keep it together through the end of the school year.

The most important part of staying on top of schoolwork is time management. Homework takes time to complete, and completing homework is usually pretty essential in keeping your grades together. Studying, another essential part of keeping your grades up, also takes a lot of time. Make sure to set aside enough time to complete the schoolwork that you have daily. This could mean using all available excess time in other classes to complete your work or it could involve setting aside time after school to focus.

"Take time out of your day to commit to studying," Liam Amstutz (10) said. "Don't make bad decisions like hanging out with friends all day… I take a couple of hours before bed and do my homework then."

Organization is also an essential element of time management, and keeping a planner can help keep your life on track.

"You should definitely keep track of deadlines and have an organized form of keeping track of them, whether that's a planner or a to-do list," Susan Chen (12), who was recently accepted into Yale said. "As long as you know when your deadlines are then splitting up your work into manageable portions (is possible). You really don't want to keep stuff until one night because then you have to stay up really late."

Another essential element of staying on top of schoolwork is studying. It's important to find a method of studying. Some time-tested methods are using Quizlet, reviewing and/or rewriting notes, rereading the textbook and, for science and math courses, doing practice problems.

"Find a way that you can study well," Jie Ling Arata (12) said. "I have to write things down to study."

No matter how you choose to study, it is important to remember not to stress too hard about upcoming exams. Tests don't matter in the grand scheme of things and we're all going to die anyway, so who cares? If you haven't accepted the futility of life in the face of inevitable death, then it's easy to stress way too much over examinations. The best advice that I can offer you is that you shouldn't stress too much, as unreasonable and ridiculous as this seems.

"I don't really stress that much," said Vanessa Popescu (11). "I'm a firm believer in 'You're stressed? Work harder, and then you won't be stressed.' There's a point at which there's nothing you can do about (an upcoming test) and at that point, just give up. If you're stressed, then either do something about it or don't be stressed and do nothing."

It also helps to consider the worst thing that could happen if you fail that test or mess up that presentation. Usually, as you'll find out after just a few minutes of reflection, the worst thing that could happen can be easily overcome or even corrected.

Then, once you've realized that the test tomorrow that you haven't studied for isn't as important as you think, go to bed.

"Getting enough sleep is one of the best things that you can do because if you don't get enough sleep then you can't focus on anything," Megan Haley (10) said. "Freshman year, I was so stressed out about everything that my grades kind of collapsed. (To fix this), I made sure to do my homework and give myself enough time to relax and then got to bed on time."

Furthermore, it doesn't hurt to take a break and hang out with your friends. They can be a huge motivation to get through the week and, especially at this age, your social life can be equally important to keeping your grades up.

"I definitely think it's important to have something to look forward to at the end of every week," Chen said. "If you started on Monday and you realize 'oh I'm hanging out with my friends on Friday' then you have something that can really get you through the week, and you don't feel as sad because of all of the work you have to do."

On a slightly more self-centered note, self-care is incredibly important in staying sane. Whether this means taking the time to go out with your friends or just chilling on your own and taking a bubble bath, taking time for yourself is certainly important.

"Lots of bubble baths (and) face masks," Luke Lael (12) said. "Self-care is essential... Take breaks."

No matter what, it's important to remember that your mental well-being is more important than your grades any day, and there's no shame in taking some time to focus on yourself.

Homework Checklist:

☐ STAY ORGANIZED

Write down assignments as soon as you hear about them and keep your papers organized within folders or binders. It's important to know due dates and where your homework is.

☐ MANAGE YOUR TIME

Block out a period of time after school every day to work on your homework. and make sure to take advantage of any free time during the school day. Take a study hall if you can.

☐ STUDY, STUDY, STUDY!

On any nights when you don't have homework take some time to study for upcoming tests. Don't just wait to study the night before a test. It's best to cover material in smaller sections.

☐ COMMIT

If you want something then you have to commit to reach it. This is especially important when grades are considered, as it takes hard work and determination to ace all of your classes.

☐ PRIORITIZE

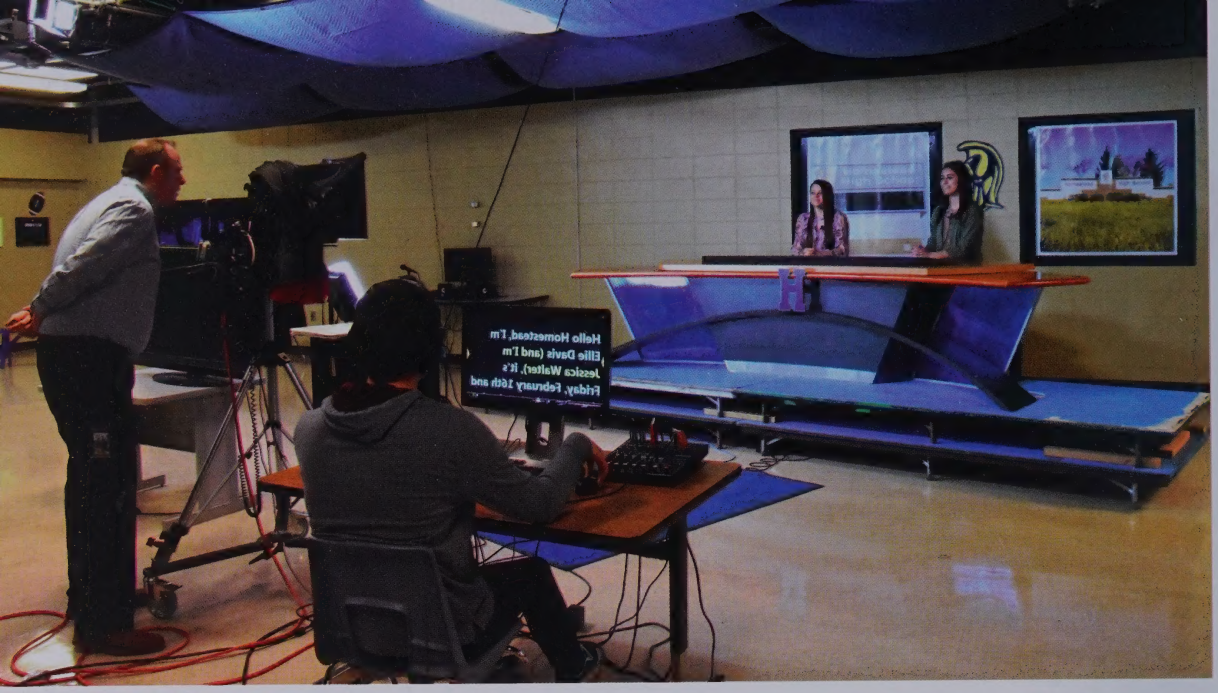
Focus on the classes that you're struggling in. It's important to focus on the classes that you're not good at because improvement and learning are the results of hard work.

☐ TURN OFF YOUR PHONE

In this age of social media it's easy to be distracted while you're trying to focus. The best way to focus is to eliminate distractions, and the best way to do so is to turn off your phone.

☐ TAKE CARE OF YOURSELF

Take a break! Self care is so important and your mental health is way more valuable than your grades. Find out what method of de-stressing works for you and set aside some time.



Ellie Davis (11) and Jessica Walter (11) are the anchors of the "HHS In Depth" episode that aired on Feb. 16. Adam Schenkel, radio and TV teacher, and Jack Adams (12) work behind the scenes to make sure that the camera, lighting, telepromter and more are functioning properly.

Students do not get to see the greenscreen and soundproofing panels that are across from the news anchor desk. The greenscreen is used for segments such as "Weather or Not."

Creating an Episode of "HHS In Depth"

RYAN TERRILL
Writer

Students have many different ways to share their creativity with the school, and one of those ways is the highly anticipated "HHS In Depth." Every Friday, students get to enjoy a new episode during their fifth period class. These episodes cover all of the recent events that occur within the school and the surrounding community.

"The best part about being on 'HHS In Depth' is that you get to better inform kids around the school of what's really going on at Homestead on a day-to-day basis," Garrett Willis (12) said. "You can walk around here seventh period every single day and see what's going on around you by going class to class, but you may not get to see what's happening in different activities and clubs."

The production of an episode takes place throughout the week and the final product has to be ready by Friday.

"We have a chalk board in the classroom where we write down what features we are planning on making," Willis said. "We usually decide on what is going (to be made) about two weeks in advance so once you are assigned a feature you know when to have it finished."

Students are assigned their own segment, which they must complete by their deadline.

"Every Thursday, the show has to be finished and my segment has to be done," Willis said. "You have to be very organized on your interview dates and you have to be diligent on your editing. You need to make sure that you meet all of your deadlines but still have a quality product to put up."

Regan Jones (12) has been on "HHS In Depth" for two years. She took the introductory class her sophomore year and since then has discovered a new interest in broadcasting.

"I joined 'HHS In Depth' because my friend was in the broadcasting intro class our freshman year and talked about it all of the time," Jones said. "I had never really gotten into broadcasting before so I thought it would be fun to get into media. I took the intro class and I really enjoyed it."

In order to become a member of "HHS In Depth," students need to take the radio and TV introductory class and do well. This gives students the ability to see if they would like to pursue the class.

"Adam Schenkel will evaluate whether or not he wants you in his advanced TV class," Ellie Davis (11) said.

Students involved in "HHS In Depth" learn about ways in which they can be a successful reporter, editor and investigative journalist.

"Investigative journalism is one of the best things that 'HHS In Depth' people can do," Willis said. "Being able to get some skills here provides a very good basis for what you want to be able to pursue in college. It also gives you 21st century skills that employers will be looking for in the communications field."

In addition to broadcasting, there are a wide variety of life skills students learn from "HHS In Depth."

"My favorite part of 'HHS In Depth' is definitely anchoring because it's a fun aspect of that class and being able to be seen by all your peers while doing something you love is a lot of fun," Davis said.

Along with all of the lessons that students learn from being apart of the crew, students are able to meet new people and have a creative outlet.

"The class is fun and I have it with a lot of my friends," Jones said. "Also, making the features is really fun and getting to do investigative journalism and asking people questions and being proud of what you produce (is too)."

Along with making feature segments, anchoring is another component of "HHS In Depth."

"Adam Schenkel, (radio teacher), can pick a different anchor every week, depending on who he thinks has been working hard, who hasn't gotten to go yet or if they are submitting it for a contest," Willis said. "It is a week-to-week process for deciding on who is going to go."

"HHS In Depth" is the perfect class for those who enjoy broadcasting or media, and it is a class that educates students on useful life skills. The students put a lot of hard work and effort into each episode, which makes the final product even more rewarding.

"I think that 'HHS In Depth' is a great class for kids to be able to join if you are willing to work for it and willing to know that you have deadlines to meet, but still (want) to put out the best quality product," Willis said. "(You'll) learn how to better incorporate technology into what you do every single day (by) editing videos (and) going to tape stuff, (and) you'll learn more about Homestead and meet people that you never thought you would be able to meet."

The E-Kart team poses for a team picture in front of its completed kart.

The team prepares for the race during their competition.

The Heart of E-Kart

JESSICA MELVIN
Writer

As part of the two-week festivities before the Indianapolis 500, electric go-karts made in high school classrooms across the country race on the track. A year's worth of practice, perfecting, and pondering by the E-Kart club has led up to this moment. This year marks the ninth anniversary of the evGrand-Prix at Purdue and the second race that Homestead has participated in. The club hopes that it can bring its first win, too.

The club was started by engineering teacher Joshua Salway and several of his students last year. In it, students work to design, build, test, and race an electric go-kart over the course of the school year.

"(E-Kart club) was created mainly for engineering students, but anyone can join," Delaney Lewis (12), a member of the club, said.

There are currently about fifteen members in the club.

"We hope to gain more members in the next few years," Nicholas Hunt (11) said. "The only requirements are a positive attitude and a willingness to learn."

According to Dallas Sims (12), the club was slow-growing in its first year, but has since picked up speed.

"At the beginning, Mr. Salway came to me and asked me to be a part of the club," Sims said. "It began with a select set of students (that Salway asked personally), but since then we have been seeing all types of students becoming interested."

The club allows students to use engineering and design skills, but students can choose to just be spectators if they want.

"Students learn a lot about leadership, collaboration, and STEM skills," Lewis said.

Each member plays an important role that is important to the success of the team. For instance, a group of students act as a pit crew, always on alert during the race. Others take the role of advertisers who work to secure sponsorships and funding for the club. There is also a designated driver who races the kart on race days.

"(As the kart driver), I have a lot of pressure on race day to perform at 110% percent and do well for the school," Hunt said.

However, Salway assures that the club needs a mix of all talents, from mechanical to business and marketing.

The students spend a majority of their time designing and perfecting their E-Kart. Funding and participation are their biggest hurdles.

"We have to raise around $7,500 each year," Salway said.

Because the karts race on the Indianapolis Motor Speedway, the chassis, or the frames of the Karts, have to meet the speedway's standards. A chassis that fits the standards typically runs for over $2,400. Other costs go to the rest of the body of the vehicle and its engine, as well as making sure it is safe to drive.

"This is our first full year, because we started late last year," Salway said. "It takes a lot of work meeting with sponsors and spreading the word."

The club practices racing at Fast Track Racing and conduct research to improve their kart. Near the day of the race, the team does tuning and testing on the Motor Speedway with other teams participating in the Purdue evGrandprix.

"(The Purdue evGrandPrix) was originally a gas-powered go-kart race, but because of pushes to go green and save the environment, Purdue decided to open up an electric go-kart race on the college and high school levels," Salway said. "The E-Kart club races against other Indiana high school teams."

The team spends their time working on their kart and gaining support, all of which builds up to the biggest event in May, when the team competes in Indianapolis at the Motor Speedway.

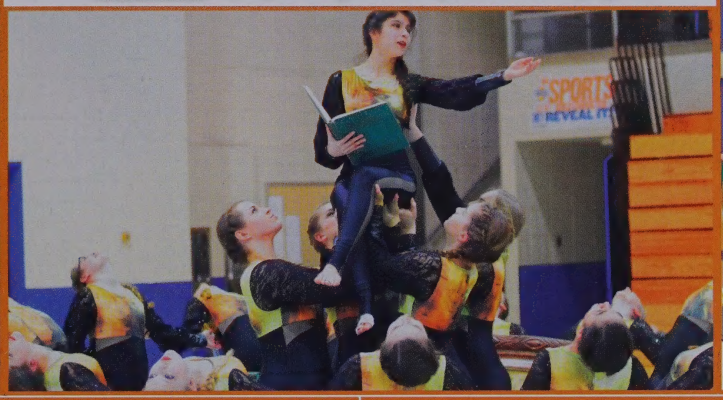
"We're hoping to place well at our final race," Lewis said.

Hunt said he wants to crack the top three in at the race. Salway has bolder hopes to place first; the team placed well last year and he feels they will perform even better this year.

"It would be great to see younger students take the lead and keep the club rolling," Sims said. "Hopefully (they can win a few races in the process."

E-Kart club meets Tuesdays and Thursdays after school in Room 426 from October until April, and then most days after school up to the race, May 15-16. Contact Salway at jsalway@students.sacs.k12.in.us for more information.

A Study of ENVY



REAGAN ROLLER
Yearbook

Winter guard is an art, and just like any art, it takes hard work and dedication. Every year, the team's show is full of emotion, and this year's show is no different.

"This year's show is called A Study of Envy, and the show is about losing someone, whether they have passed away or just walked out of your life; it is about missing them and wishing they were still there," Olivia Krizon (12) said.

This year's show is especially fitting because the team's longtime director left the team, but the girls are grateful for their new director, Geoff Goelz.

"Although he is new to being the head director here, he is very familiar with our program and has worked with Homestead's guard for a long time, " Hannah Burns (12) said.

While winter guard is not as popular as some other activities at the school, the team forms a community within themselves.

"Something that bonds us together is all of our hard work and time that we put into the show," Katelyn Kolb (11) said.

Winter guard this year has been especially special for the seniors who have had four years of fun that has now come to an end. Although the team did not win state this year, they did get fifth place and their hard work was recognized.

"I have benefited from winter guard in so many ways," Krizon said. "I have a large group of friends that I have had so many fun experiences with. I am a part of something that is larger than me. This program has given me the ability to dance and do rifle and express myself through more than just words, and it has been really fun and an amazing experience. I honestly believe I would not enjoy high school if I was not in winter guard."

PHOTOS BY REAGAN ROLLER

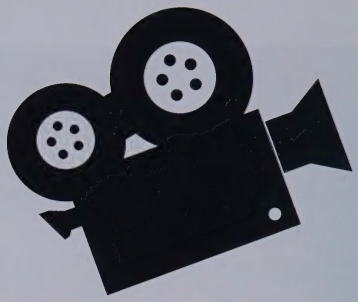
Top Left: Olivia Krizon (12), Top Middle: Dani Chinelli (11), Top Right: Skylar Saxe (11)
Bottom Left: Hannah Burt (11), Bottom Right: Katelyn Kolb (11), Taylor Moore (10), Cassandra Lamont (11)

DESIGNED BY LISA CHEN

JESS MELVIN
Writer

Unreel!

March Movies



Sherlock Gnomes

"Sherlock Gnomes" is the second installment in the Gnome movie series, following 2011's "Gnomeo and Juliet." Where "Gnomeo and Juliet" was a cringe-worthy but mind-numbing affair, "Sherlock Gnomes" goes above and beyond with painfully childish production.

The story does a disservice to the Sherlock Holmes legacy and would confuse its young audience irreparably. Not only does the film attempt to tell its story within an hour and a half runtime, but it shoe-horns in the characters from "Gnomeo and Juliet," creating a confusing flurry of subplots and character arcs to follow.

The budget of nearly $60 million seems to have been squandered on celebrity cameos, featuring songs by Elton John as well as the voices of Mary J Blige (Irene), Johnny Depp (Sherlock Gnomes), Michael Caine (Lord Redbrick) and Ozzy Osbourne (Fawn). Elton John returns as the executive producer, along with John Stevenson of Kung Fu Panda. As respectable as Elton John is, these Gnome films bring to question his logic.

On the bright side, the animation is decent, but this is a Hollywood film. In the sea of bright and overly-cheery children's movies, the desolation that is "Sherlock Gnomes" does provide a bit of relief. However, it should be noted that the target audience is elementary, and anyone above grade school age would likely have a hard time sitting through the experience.

1/10

Tomb Raider

"Tomb Raider" is a film adaptation of the 2013 video game of the same name. Both this film and its game serve as reboots to the classic Lara Croft/Tomb Raider franchise, with the most significant changes being to Croft's appearance. While the ethics behind altering her looks are subject to debate, the casting of Alicia Vikander leaves a bit to be desired in terms of believability, as she often come across as much more young and vulnerable than Angelina Jolie's rendition in "Lara Croft: Tomb Raider." At times, Croft is comparable to Indiana Jones, a brave and charismatic hero. Most of the time, though, she comes across as a woman broken by the death of her father and driven primarily by her desire to live up to others' expectations. This is not necessarily a bad thing, but it may come across as strange to long-time fans of the series.

Nevertheless, the cinematography and framing of the film are fantastic, with most stunts and tricks being at least captivating if not amazing. As a movie adaptation of a video game, Tomb Raider surpasses expectations in terms of the story, as the narrative is clear and presents character arcs for not only Vikander's character but many side ones as well. That being said, there is an overreliance on "refreshers," using flashbacks or obvious restatements of past events.

"Tomb Raider" is an action-packed, exciting adventure of a film; however, it does not stand well on its own and seems geared specifically for fans of the reboot games. For a refreshingly decent video-game movie, or a politically-bare film with a female protagonist, this is a good pick.

7/10

Benji (2018)

As a reboot of a classic series, "Benji (2018)" does its job. Benji is adorable, the morals are clear, and the story is heartwarming. It follows two kids, Carter (Gabriel Bateman) and Frankie (Darby Camp) as they try to buy back their deceased father's watch for their hard-working mother (Kiele Sanchez). A robber breaks into the watch shop and kidnaps the children, and it's up to Benji, the dog the children recently took in, to save them. The main characters are hamfistedly good and the villains comically evil.

The cinematography is weak at times, with shots that seem like they are trying to be adventurous but fall flat on their faces.

Atmosphere is executed shakily as the movie tries to be both family-friendly and emotional. Some sad scenes induce laughter, and the music is uncomfortable at best. The movie seems to have been made in the 1970s, for both good and bad.

"Benji (2018)" is a family-friendly film that is full of cheese.

6/10

Midnight Sun

"Midnight Sun" centers around Katie Price (Bella Thorne), a 17-year-old girl with a rare skin condition that leaves her allergic to the sun, and her crush, popular athlete Charlie (Patrick Schwarzenegger). Together, the two learn to never give up on their dreams.

It would have been endearing to see Katie's dream of a music career blossom if the producers had found someone who could sing objectively well, but, much like her acting, Thorne's voice falls flat.

The first and second act spend a big chunk of time establishing the drama that could have made the movie a classic, but as if it were mirroring Katie's illness, the movie seems to deteriorate as time wears on. The story is harmless, and therein lies the problem. Instead of trying the boundaries of the genre, the film is grotesquely average.

"Midnight Sun" is a film about beautiful people with beautiful problems that would resonate with the romantic crowd in the style of many other better-produced and more enjoyable teen flicks.

3/10

Classic and Memorable Movies Coming to Netflix

1984
Casino
Flint Town
Life is Beautiful
The Lost Boys
Paradox
Scarface
the Cabin Fever collection

NETFLIX hulu

Classic and Memorable Movies Coming to Hulu

Dirty Dancing
Friday the 13th
I'm Gonna Git You Sucka
Jane Eyre
Who Framed Roger Rabbit
the James Bond collection
the Land Before Time collection
the National Lampoon collection

A Wrinkle in Time

"A Wrinkle in Time," starring Storm Reid, Oprah Winfrey, Reese Witherspoon, Mindy Kaling, Levi Miller and Chris Pine, is an adaption of Madeleine L'Engle's critically acclaimed 1962 novel of the same name.

The film focuses on 13-year old Meg Murry (Storm Reid), a social outcast and school misfit who is acting out in response to the disappearance of her scientist father, Alex (Pine). When three mysterious beings (Oprah, Witherspoon and Kaling) offer Meg their help in getting her father back, it propels her into a magical adventure.

By far the best part of the film is the outstanding performance by the films main child actors: Reid as Meg Murry and Miller as Calvin O'Keefe. While this is the first major role of the two young actors (Reid being only 14 and Miller only 15), they nonetheless give a much-needed sense of gravity, depth and clarity to their characters.

"A Wrinkle in Time," however, does have some noticeable flaws: for one, speaking as someone who has never read the original book, the plot was very hard to follow, often seeming nonsensical, unclear and downright confusing in its mythology. Furthermore, one of the more notable problems with the narrative is the lack of any genuine stakes to the movie, even for the genre. At no time is there a legitimate gravity to the situation or any fear for the characters safety, and this takes away from the larger-than-life structure of the story.

Finally, in a manner reminiscent to Tim Burton's Alice in Wonderland films, an overabundance of state-of-the-art CGI graphics replaces the imagination and creativity of the original story. This leaves the story feeling hollow and empty, as the visuals seems to be the focus more than any story or character development.

Overall, despite the high expectations for the movie and the quality of the original novel, "A Wrinkle in Time" fails to deliver on expectations and is an ultimately boring adventure. It's not necessarily horrible by any stretch of the imagination, just average for the genre.

5/10

Love, Simon

Love, Simon, starring Nick Robinson, Josh Duhamel, Jennifer Garner and Katherine Langford, is making history as the first film from a big studio to feature a gay, teenage romance. The film shapes up to be one of the better rom-coms in recent years, and one of the main reasons is for the portrayal and of its teenage characters in ways that are more believable than teenagers in other recent media. This is especially apparent after shows such as Riverdale and 13 Reasons Why, both of which have received criticism for their exaggerated, often unrealistic and borderline strange depictions of high school students.

Love, Simon, based on Becky Albertalli's 2015 novel Simon vs the Homo Sapiens Agenda, follows the same basic plot as its source material. The focus of the story is on the titular character, Simon Spier (Robinson), a quirky high school senior who also happens to be one of the only gay kids at his school. Simon is still in the closet to his friends and family and is currently unwilling to come out, hoping instead to wait until he goes to college. Simon's world is turned upside-down when a fellow closeted classmate known as "Blue" messages Simon online.

From there, Simon frequently responds to Blue using "Jacques", an alias of his own. When a classmate, Martin (played by Logan Miller), finds out about Simon's secret, he blackmails Simon into setting him up with his friend, Abby (Alexandra Shipp). The narrative also pushes Simon into considering coming out to his parents (Duhamel and Garner) and younger sister Nora (played by Talitha Bateman) earlier than planned.

Love, Simon retains a high quality and upbeat nature in spite of its heavier subject matter, arguably augmented by the realism in many of its situations; the witty writing; Robinson and Langford's performances; and the many three-dimensional characters of the story. I highly recommend this part rom-com, part drama film.

9/10

Behind The Scenes of the *Spartana*

RYAN TERRILL

Writer

Before publishing each issue, the Spartana staff faces brainstorming, interviews, deadlines, and more.

The Spartana is a newspaper full of stories about current events, sports and other topics that are entertaining for students and staff. The process of creating each issue takes us several weeks of collecting interviews, writing the stories, and making a spread before it is distributed.

"About a month before the issue comes out, we brainstorm and come up with a list of ideas to put on the board so that we have a lot to choose from," Arika Akin (12), co-editor-in-chief, said. "Then people get to choose the stories that they want to write. Then we move into the process of interviewing and putting stories together, which takes a week and a half usually."

This semester, there are 10 members of the Spartana, which means that there are around 10 stories in each issue. However, there is a total of 24 pages that need to be designed, including the cover, back and table of contents.

"When we brainstorm, we come up with stories that matter to us," Akin said, "You just pick stories where you either know people or know how to get in contact with people that you can discuss it with and hopefully you know stuff about because that really makes the story better."

We are able to have such a wide variety of pages by using Adobe InDesign, which gives us the ability to create unique and appealing spreads.

"We design all of our pages using InDesign, which the school provides," Akin said. "That takes a while because it's hard to make everything look good and since we are in a magazine format, our design has changed."

The Spartana allows us to write stories that we find interesting and showcases all of our hard work to the school.

"The best part, from being on the Spartana from freshman year to senior year, is getting to know a lot of students around school," Michal Spanjer (12), editor-in-chief, said. "I think it really encourages you to know more people."

Although there are many benefits to creating stories for the Spartana, like sharing our stories with Homestead or designing pages, we face many challenges before the final copy can go to print.

"Because we are a monthly issue, by the time (the issue) comes out, something considered to be news (while brainstorming) isn't news anymore," Spanjer said. "A lot of times with sports, something might happen a few days before the issue comes out and we don't have time to get that in."

No matter how many problems occur, we still make sure that all of the pages are ready to go to the printer without any errors, so that they can be distributed in a timely matter.

"We have a work night which is one or two days before our deadline where we stay after school, get pizza, and work through the last challenges with the Spartana," Akin said.

Whether it be a story about a sport or an opinion, we try our best to make sure to cover it all each month.

"I think the thing I'm most proud of in the Spartana is the way we've covered a lot of issues...like drugs, the walkout and many other controversial issues that students aren't always talking about, even if they are thinking about them," Spanjer said.

In order to become a member on the Spartana, students need to complete Journalism 1 and Journalism 2, or contact Theresa Nowak.

"It's a great opportunity to get your work published and we're always accepting new people or you can email stuff to us at thespartana@gmail.com." Akin said. "If you want to take photographs, write stories (or) chronicle the everyday happenings at Homestead, we would be really interested in hearing what you think."

Spartana Mishaps

Before we can take the perfect picture, there are always some that turn out unexpectedly. Here are some of our pictures that have not made the cut for previous issues.

Greatest Moments

The Spartana and Retrospect staff have made a lot of fun memories and experienced great opportunities.

PHOTO BY SHELBY CLAUSEN

spartana

may 2018

ART BY SARAH BOYKIN

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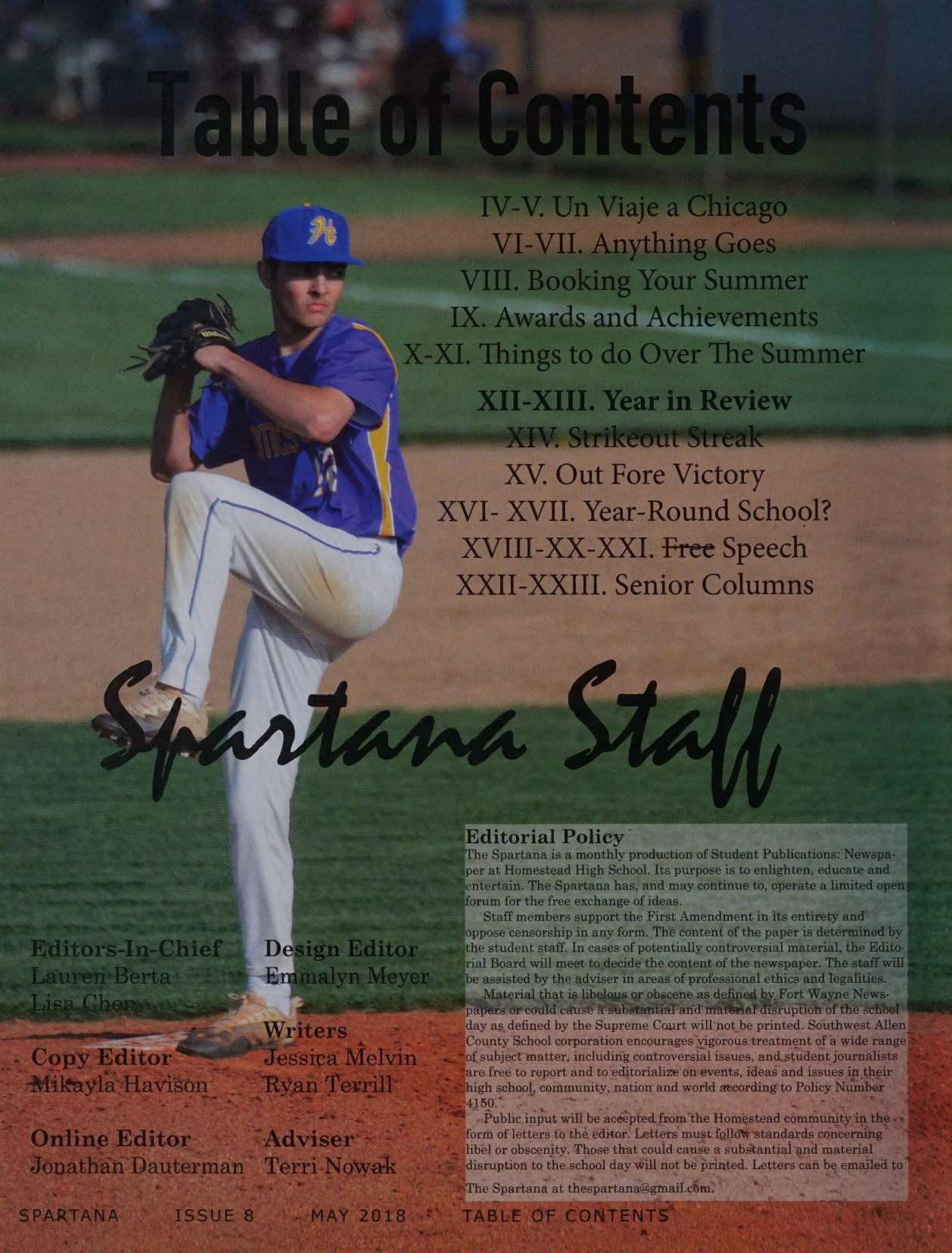

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Editorial Policy

The Spartana is a monthly production of Student Publications: Newspaper at Homestead High School. Its purpose is to enlighten, educate and entertain. The Spartana has, and may continue to, operate a limited open forum for the free exchange of ideas.

Staff members support the First Amendment in its entirety and oppose censorship in any form. The content of the paper is determined by the student staff. In cases of potentially controversial material, the Editorial Board will meet to decide the content of the newspaper. The staff will be assisted by the adviser in areas of professional ethics and legalities.

Material that is libelous or obscene as defined by Fort Wayne Newspapers or could cause a substantial and material disruption of the school day as defined by the Supreme Court will not be printed. Southwest Allen County School corporation encourages vigorous treatment of a wide range of subject matter, including controversial issues, and student journalists are free to report and to editorialize on events, ideas and issues in their high school, community, nation and world according to Policy Number 4150.

Public input will be accepted from the Homestead community in the form of letters to the editor. Letters must follow standards concerning libel or obscenity. Those that could cause a substantial and material disruption to the school day will not be printed. Letters can be emailed to The Spartana at thespartana@gmail.com.

Graduating Thoughts

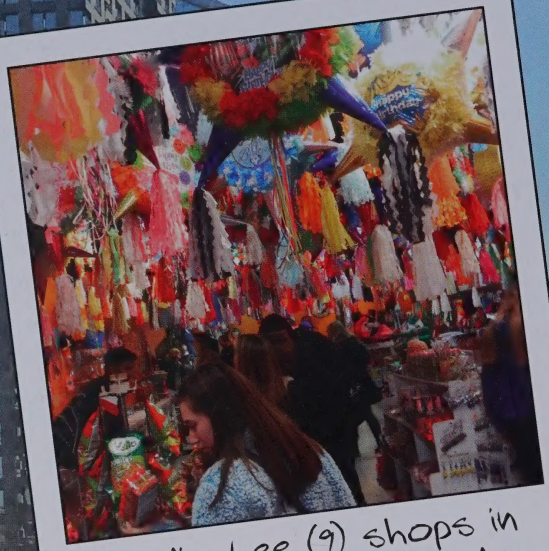
A poem to the senior class by Mrs. Cronk

We greet you; we welcome you.
You enter our building, our minds, and our hearts.
Most a little timid, a few slightly cocky.
We fill you with rules, expectations, goals, and dreams.
You balk, you struggle, you engage, you learn, and you grow.
Most respond; a few withdraw.
We see you.
We hear you.
We feel you.
We will miss you.

Have fun at prom!

PHOTO COURTESY OF ALANA HAUPERT

DESIGNED BY RYAN TERRILL



Claudia Lee (9) shops in the piñata and candy store.

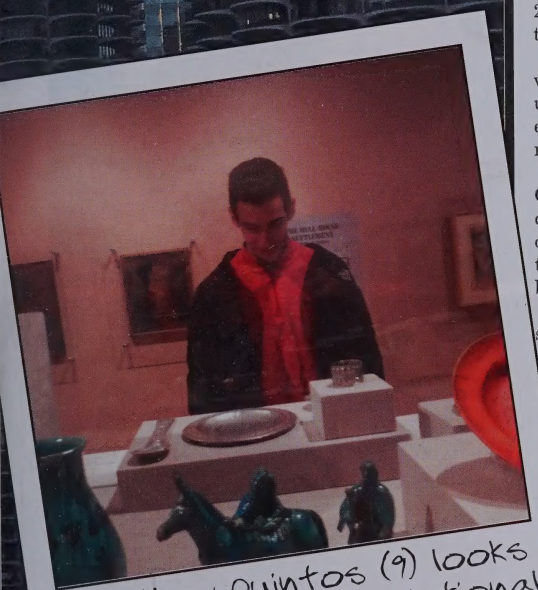
Lauren Stowe(12), Ella Machall(12) and Anna Zvers (12) at "The Bean."

Luke Jackson (12) joins in the festivities for "El día de los niños."

The Spanish club stops for a picture on their way to breakfast.

Un Viaje a Chicago

PHOTO BY MIKAYLA HAVISON AND ANNA ZVERS



Matthew Quintos (9) looks at artwork in the National Muesuem of Mexican Art.

MIKAYLA HAVISON
Copy Editor

Authentic food, cultural music and bonding with an incredible group of people were just a few of the experiences I received when I went on the Spanish Club's trip to Chicago.

We commenced our trip on April 20 when we got on a bus to take us to the train stop in Michigan City.

Upon boarding the train, we watched the Indiana suburbs melt away into skyscrapers, signaling that we had finally reached our destination: Chicago.

When we reached the Wyndham Grand Chicago Riverfront Hotel we dropped off our luggage and made our way to the "L", which we took to the acclaimed Cafe Ba-Ba-Reeba!, a Spanish tapas restaurant.

I have to admit, I thoroughly researched the restaurant on Yelp and was very excited to taste the food that was getting such amazing reviews online. After taking one bite, I realized that the reviews failed to express how delectable the food truly is.

Traditionally, tapas are small platefulls of food that are eaten communal-style, so we divided our group of 15 people into three groups of five.

My group, composed of freshmen was intrigued by the seafood items on the menu and ordered dishes such as, fried calamari, grilled octopus and garlic shrimp.

Additionally, we ordered goat cheese baked in tomato sauce, a roasted chicken empanada, skewered chicken and chorizo, as well as four other tapas (not including the three dessert tapas).

Although I enjoyed the tapas I tasted, the dessert tapas were certainly the most memorable. The mango sherbert and fuji apple empanada were truly delectable. The sherbert had an intense mango flavor that was divine, and the empanada's flaky texture was spectacular.

After eating a heavenly meal and getting a good night's rest, I was eager to see what else the trip had in store.

Once we ate a quick breakfast, we boarded the "L" and rode to a section of Chicago that is considered to have some of the most lively Latino communities .

Our first destination was the National Museum of Mexican Art.

Coincidentally, the day we chose to attend the museum also happened to be "El día de los niños," a day that celebrates children and the hispanic culture. I had the pleasure of participating in games, watching a zumba class and enjoying some hispanic music.

By far, the most entertaining aspect of the celebration was the nine-member, family mariachi band called Cielito Lindo, who played serval songs. Once we finished viewing the artwork of the museum, we went to a spanish-speaking piñata and candy shop.

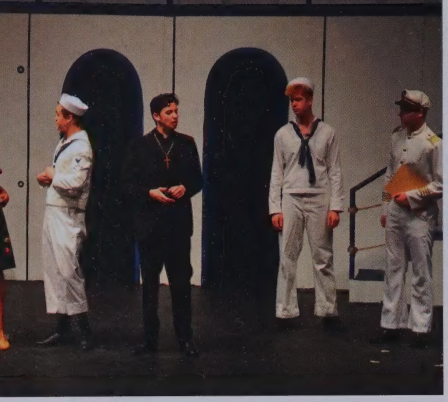
Although the store was small, there were more piñatas than I have ever seen. The vibrant colors and sweet smells made the store a dream come true.

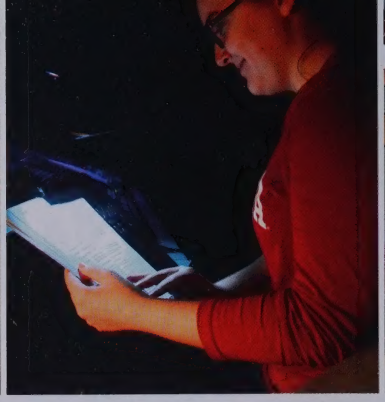
Succeeding the purchasing of candy, we headed over to an authentic Mexican bakery that recommended we go to El Mezquite for lunch.

At El Mezquite, I ordered tacos (in Spanish) and was shocked by how perfect the flavor balance was. The mix of chicken, onion, cilantro and lime was very palatable and it was exciting to have conversations with out waitress in Spanish.

After eating the best tacos of my life, we shopped on Michigan Avenue and did some sight seeing for a bit, before boarding the train to return home.

The trip to Chicago was not only an enjoyable experience, but also allowed me to test my Spanish and feel more intune with the Hispanic culture. The most memorable aspect was the inner enlightenment I received when interacting with the Spanish people and culture.





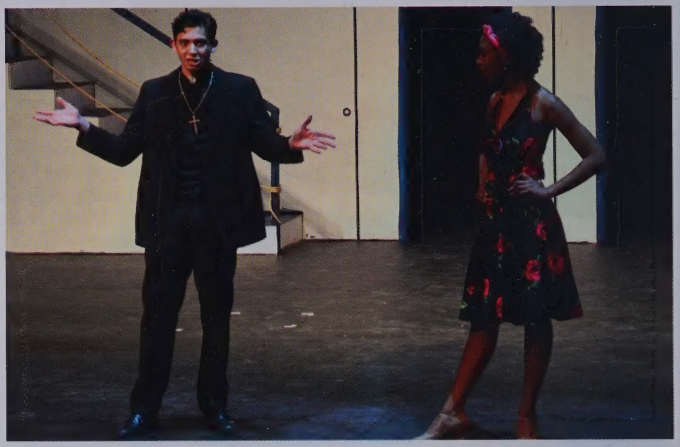
Kathleen Simunek (10), top left, flips through her stage handbook as she works the lights.

Khira Hickbottom, Atticus Bennett (12), Ryan Swymeler (11) and Caleb Dluzak (12), top middle, converse as Aiden Ocken's character wears a sailor-suit disguise.

Emma Gillam (11) styles Megan Haley's (10) hair before the show (top right).

Atticus Bennett and Khira Hickbottom, right, sing the 8th number "Friendship."

The cast waves "Bon Voyage!" during the third song, "Bon Voyage (There's No Cure Like Travel)." (below)



Anything Goes

JESS MELVIN
Writer

Love and laughs abound as talented students perform on stage and in the pit in this year's spring musical. The play is Cole Porter's "Anything Goes," a story that follows Billy Crocker, a young Wall Street broker, through love and drama on the seas.

The musical has two acts with over twenty songs in total. Students played instruments and sung to accompany the actors and actresses while the stage crew worked hard to bring the whole production together.

Aiden Ocken (11) played the lead male role, Billy Crocker.

"I [felt] stressed, nervous, and excited," Ocken said. "Being part of a production is a huge mix of emotions and it's especially stressful because this is my first year as a lead."

Khira Hickbottom (11) played Reno Sweeney, the female lead and the friend of Billy Crocker.

"As Reno, I get to sing two company numbers, which is a privilege, but it can also be nerve-wracking," Hickbottom said.

Curtis Shaw is the show choir teacher, theater teacher and director of Homestead's plays.

Darien Minx (10), Erin Sheets (10), and Bethany Villaruz (10) are involved in Shaw's show choir and were part of the chorus that accompanied the musical.

"A lot of people in show choir do (theatre) and I've always loved musicals, so I auditioned," Villaruz said.

The chorus members have great expectations despite not being on center stage.

"The hardest part (about preparing for the musical) is learning and remembering the choreography," Minx said.

The practices and performances are places for connection and expression. The whole process often becomes one of the best memories of the year.

"The musical this year was one of the highlights of the school year," Sheets said. "I loved hanging out with my friends backstage in the dressing rooms and performing on stage despite just being a chorus member."

All members of a production, from stage crew to chorus and actors, are required to attend multiple rehearsals. Each person is only required to attend the rehearsals for their part. During the last week before the performances, every person involved in the production gets together to run a dress rehearsal, essentially a complete show.

"I personally like (watching the leads rehearse) because it's interesting to see the show before it's completely ready," Villaruz said.

Although the rehearsals are focused, the environment is not strict.

"Rehearsal is always a good combination of fun and work," Hickbottom said. "Whenever someone messes up during a scene it usually gets a laugh."

Ocken seconded this, saying rehearsal is "pretty relaxed."

"We start out discussing what we're going to work on that day and then run scenes or work on the musical numbers," Ocken said. "At the end, Mr. Shaw tells us any notes he took and we have to review them and try to improve for the next rehearsal."

While their performance was entertaining to the audience, the cast members also enjoy the work that they do.

"Performing was great," Villaruz said. "It's always tiring, but it's fun."

Sheets seconded this.

"My favorite part (of being in the musical) is hanging out with friends and becoming a different person on stage," Sheets said.

Ocken said the adrenaline performing brings makes him feel like he can do anything.

The audience plays a role in the success of the musical; Hickbottom said that the higher turnout seemed to have a positive effect on the confidence of the performers.

"The musical is a lot of time and a lot of work but being on stage and hearing people laugh and enjoy something you helped create makes all the work worth it," Minx said.

Next year there will be a play and a musical, meaning two new opportunities for students to find and express their passion.

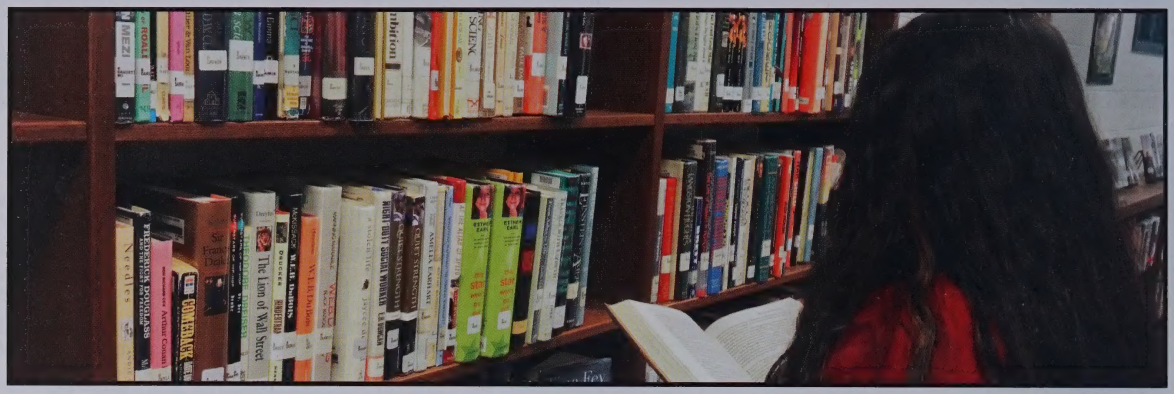
"I look forward to next year and I encourage everyone interested to audition because every part no matter how small will still be an amazing experience," Sheets said.

"I felt so proud of myself and my friends and peers that helped to make the show amazing," Ocken said. "Nothing that I put myself all out there for is so satisfying and it's why I love performing so much."

PHOTOS BY JESS MELVIN

DESIGNED BY JESS MELVIN

BOOKING Your Summer



JONATHAN DAUTERMAN
Online Editor

Are you dreading doing your upcoming summer reading? Are there any books that you've hoped were on the list in the past years but never have been? Well this might be your lucky break!

The English teachers have finalized the summer reading list for the 2018-2019 school year and it is posted on the school's website. This latest list is notable for being one of the smallest lists in recent years.

"All lists have between five and 10 books," Tara Olivero, an English 9 teacher, said.

In addition, every English class has a unique selection.

"The lists have also gotten smaller this year," Lisa Baltes, Honors English 10 teacher, said. "They're far more specific to each class."

This year, all of the teachers wanted to emphasize a similar range of ideas.

"In each class the lists are varied enough that students have a wide selection of difficulty, length and interest," Wenning said.

In the past, some students have enjoyed summer reading and the selection of books it offers.

"I enjoy it, mainly because it gives me a multitude of genres and I can chose a book from a genre I like," Connor Davis (10) said. "I feel that (summer reading) is an interesting way to integrate an assignment into the summer while giving people a chance to immerse themselves in a story they will most likely not forget," Davis said.

Others enjoy the books, but dislike the reading because of the assignment itself and the stress that comes with it.

"I really don't like any assigned reading I'm given, but I like the books they sometimes give us," Wyatt Mitchell (10) said. "I do sometimes find the selection annoying though. I feel like assigned reading puts on overall drag on reading itself."

Every year, teachers must pick what books they want for their lists based on a set of criteria. While this hasn't changed, dividing the lists by both grade and course is a new addition.

"There's an English 9 list, an Honors 9, English 10, Honors 10 and for the junior or senior classes it depends on what you sign up for," Olivero said. "If you pick a dual credit class, you choose from the dual credit list; if you take Film Literature, you choose from the Film Literature list."

Despite the individualized lists among each class, the teachers still met to establish guidelines for the new school year.

"All the teachers met this year, especially the (English) 11 and 12 elective teachers to figure out what books we wanted to keep, add and change," Olivero said.

The English teachers are making an effort to have different books compared to previous years, which is one of the reasons why they are avoiding any overlap.

"(The new list has authors of) different ethnicities; they represent women and men (and) represent some sort of classic text in a lot of case," Baltes said. "Just like when we try to make any list, we try to include diversity as much as possible. This is a good opportunity for world perspectives."

This newfound emphasis on diversity is especially notable when compared to some of the lists in the past. Teachers have noted that past lists have often repeated authors, but this is being averted in the upcoming school year.

"There were a lot of repeats at one point, but we've tried to reduce that so there's not one favorite over the others," Olivero said.

All of the books have recently been vetted, the final stage of the process that English teachers go through when deciding which summer reading books to put on their list.

"Vetting means that we are making sure that the book is suitable for high school students in our community to read," Baltes said.

Vetting is predominantly seen more in controversial novels, but those that are nonetheless well-liked and respected.

Nicole Vickrey, an Honors English 9 teacher, described vetting as a way to say to any concerned adults that "We know, yes, this book may have some language, but it has literary merit."

Many students have a tendency to slack off on their summer reading, but all of the English teachers are emphasizing the importance that these books will have. Whereas it will vary between teachers, the summer reading is meant to tie into the 2018-2019 curriculum.

Awards and Achievements

Congratulations to **Addison White**!

White placed 1st in Professional Selling at the international competition for DECA in Atlanta, GA.

Teacher of the Year: **Stephanie Merkling**

The Environmental Science and AP Environmental Science teacher was nominated by fellow teachers for the award.

IASP District Three Assistant Principal of the Year: **Susan Summers**

Fort Wayne CW Super Educator of the Month: **Justin Peeper**

Things *to do over the* Summer

RYAN TERRILL
Writer

With summer just days away, it is time to start planning things to do during the warmer months. The first few weeks of summer vacation are always busy, whether it be hanging out with friends, working or going on vacation, but after a while, everything starts to slow down. There are many activities that you can do to prevent having summer boredom in Fort Wayne.

Getting a job is a great way to stay busy while making money at the same time. Plenty of places are hiring teenagers, so it is best to start applying for these jobs now before they no longer need employees.

"It is important to have a job over the summer so that you can make money to pay for college or other things you might want," Brianna Parrish (11) said.

In addition to working, summer is the perfect time to get in volunteer hours at places such as the animal shelter, sporting events or fundraisers.

Also, Fort Wayne has many events that are going on around town this summer that you may not have known about. Some of these include Sweetwater Gearfest (June 22-23), Hobnobben Film Festival (June 7-10), Dragon Boat Races (June 23), Three Rivers Festival (Jul. 13-21) and others. All of these events are local, which makes them very accessible.

Another activity to do this summer is organizing. Unpacking your backpack, cleaning your room or getting rid of old clothes is something great to do on a rainy day. Even though these are not the most entertaining jobs, they are still something to keep you occupied. One of the best parts of summer is getting to relax in the warm, sunny weather. Spend a day at the pool or lake with your friends and family. If you do not have access to your own lake cottage, you could take a day trip to Lake Michigan or the Indiana Dunes.

"During the summer, I like to play lacrosse and spend time with my friends at the pool," Hudson Custer (9) said.

Another activity to do around town is biking with friends or just taking a walk outside. In Fort Wayne, the Environmental Center or Fox Island are nearby woods with nice trails.

"I really enjoy having bonfires on summer nights with my friends because they are always a lot of fun, and we get to spend time outside," Anna Smethers (10) said.

This summer there are a number of amazing artists that are touring in Indianapolis, Chicago, or other surrounding cities. A fun thing to do is to attend a concert to see your favorite performer with your favorite people.

Make the most of this summer and take advantage of the warm weather by engaging in various activities and events going on nearby.

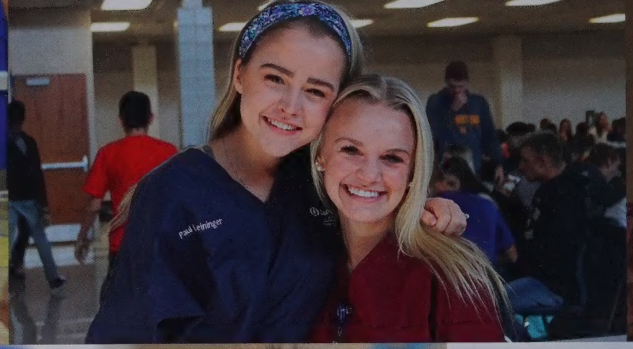
ACTIVITIES

- Get a job
- Volunteer
- Shop
- Bake or cook a new food
- Hike at the Environmental Center
- Play sports
- Work out at the gym
- Organize your room
- Hang out with friends
- Go to the pool
- Spend a day at the lake
- Tan outside
- See a movie
- Try out a new restaurant
- Go on a picnic
- Go on a bike ride
- Have a photoshoot
- Go to Paige's Crossing
- Take a kayacking trip
- Go to an amusement park (Cedar Point, Kings Island)
- Read a book
- Paint or draw
- Tye Dye clothes
- Explore outside
- Find a new hobby
- Go to a concert

CONCERTS

June 6: Post Malone w/ 21 Savage - Indianapolis
June 7: Billie Eilish - Indianapolis
June 22: Imagine Dragons - Indianapolis
June 27: Harry Styles - Indianapolis
July 13: Panic! At The Disco - Indianapolis
July 17: Halsey - Indianapolis
July 26: Niall Horan - Chicago
Aug 1: Walk The Moon - Indianapolis
Aug 5: Charlie Puth - Noblesville, IN
Aug. 10/11: Beyonce and Jay-Z - Chicago
Aug. 15: Sam Smith - Chicago
Aug 24: Luke Bryan - Noblesville, IN
Sept. 9: Penatonix - Noblesville, IN
Sept. 15: Taylor Swift - Indianapolis
Sept. 20: Maroon 5 - Indianapolis

PHOTO COURTESY OF RYAN TERRILL



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DESIGNED BY LISA CHEN

STRIKEOUT STREAK

LISA CHEN

Editor-In-Chief

When people think of the classic American sporting event, baseball often comes to mind. Although this year's baseball team may be young, the players have set strong goals they hope to achieve.

"We need to work on making routine plays," Isaac Bair (12) said. "We're having errors in the field so we need to clean up when we play."

A unique aspect of this season is that the players were not required to stay in Fort Wayne for all of spring break. Typically, during spring break, the team travels to Vincennes.

"This year we already maxed out on our scheduled games and we didn't play till the following Saturday," Nick Byall, coach, said. "With the schedule the way it was I decided to try and let the kids have a couple of days off."

Although many of the first games of the season were cancelled due to rain, the team looks forward to the rest of the year.

"Every season we try to get ourselves prepared for the playoffs," Byall said. "Our ultimate goal is to make it as long of a run as we can in the playoffs."

As the season progresses, the players have grown closer to each other.

"My favorite part about being on the baseball team, is especially with it being my senior year, I have been able to play with most of the guys at some point in my baseball career," Justin Miller (12) said. "the group of guys we have now are always fun to be around and we all enjoy getting better at the game together. We have a lot of chemistry as a team, although we are young. As the chemistry builds, it makes coming to the field for practice and games more fun each day."

A rare feature of the team is the amount of players they have who plan to continue their baseball career in college.

"Something most people don't know about our team this year is that we have two Division One baseball players and a Division Two baseball player on our team," Miller said. "In high school baseball that is very uncommon to have. We also have a player going into junior college."

Those who plan to play baseball in college attribute this decision to their love for the sport.

"I really enjoy playing baseball," Bair said. "Playing in college is going to help me get scholarship money so I can pursue my degree while doing what I love to do."

Others desire to play baseball after high school because of the positive impact of the sport.

"I decided to play college baseball because everyone and everything related to baseball that's happened in my life has always been positive," Miller said. "I've been very successful at all stages of baseball thus far in my career and playing at the next level has always been a goal of mine. Most people say baseball players play too many games, or practice to much, and don't have the love for the game but that feeling and thought has never occurred with me."

As of May 11, the record was 12-7.

PHOTO BY TORI AICHELE Eli MacDonald (10)

OUT FORE VICTORY

EMMALYN MEYER

Design Editor

The grass is green and freshly cut. The sun is beaming. The weather is gradually warming. Off in the distance, one might hear the THWACK! of a golf club slicing a ball off the tee, followed by a quiet round of applause. Everyone listens to the small click afterwards, followed by an exhale of relief as a ball rolls into the hole – a perfect putt, right on par.

The boys' golf team started the season off strong with the defeat of Carroll in a dual match. The team beat Carroll by twenty strokes and put up an all-time low score of 151. The team also placed in the top five at both invitationals so far.

"For us to be able to get some good scores in early this year on courses we'll be seeing in the postseason is really good," Garrett Willis (12) said. "Knowing that we're going to improve as the season goes on poses a great situation for us."

The team graduated six seniors from last year, four of which made up the starting five players last year; however, the team feels that they are not at a deficit and both the upperclassmen and underclassmen have bonded well.

"You would think that with graduating six seniors, we wouldn't be as close," Willis said. "It's amazing how this team bonded and is trying to work towards that goal of getting to state this year."

Chemistry also plays a big part in the team's success so far. This team feels that they are closer than ever before, due to the fact that the upperclassmen accepted the new, younger players early. Additionally, the team knew the incoming players prior to the start of the season; therefore, the team's chemistry was already there.

"I feel like the team has really clicked well together this year," Braden Kattman (12) said. "We fit together well and have fun in practices, but we also share a desire to score well and win in matches."

While the team wishes to score well and win, they do not make success their focus, unlike last year.

"There's kind of a weight off our shoulders, because last year, it was stressful since the seniors knew what they wanted – it wasn't just to get to state, but to place well at state," Klayton Davis (11) said. "This year, we, of course, want to get to state, but we're not as serious, and we're more like a family."

Due to the success up to this point, and the great chemistry the team has, the boys believe they can attain postseason success; getting to the state match may be in the cards for them this year.

"I know that we have the ability to be able to do it this year, but we have to hope that the guys can put together a good round of golf all on the same day," Willis said.

Willis recently signed at Valparaiso University on a golf scholarship. Because he is not worried about college scholarships this year, he can play without too much stress on his shoulders.

"I'll be able to play more freely this spring. I'll be playing for myself and the team more than for college coaches," Willis said. "That's a huge relief."

The golf team looks forward to what the rest of the season will hold, as well as the bonds they hope to continue forming.

"If it's not a successful season, it's definitely going to be a fun one," Davis said.

PHOTO BY YANA WEIR

Conner Ottinger (12)

DESIGNED BY EMMALYN MEYER

Year-Round School?

Balanced Calendar?

What?

JESS MELVIN
Writer

According to the National Center for Education Statistics, nearly 15% of public schools in the United States use a nontraditional calendar, with close to 5% of these schools operating on some variation of the year-round school calendar.

Despite its growing popularity, there is still a stigma against the year-round, or balanced, calendar. While it is highly unlikely that SACS would consider adopting a new calendar, it is important to understand why some Fort Wayne education activists have been pushing the idea for years.

Currently, SACS uses a traditional calendar where school begins in Aug. or Sept., continues through with breaks for the changing seasons and ends in May or June. This schedule was based around farming methods and harvest times, which the lengthy summer reflects. Interestingly, through all of the advancements made in public education, this schedule has remained popular across the United States.

Though not the only other option, year-round school is the second most common calendar type.

Despite its name, year-round school does not mean students attend class every day of the year. Instead, the year is broken up into sessions and intercessions. Students attend classes during a session and have breaks during intercession. Typically, a session will be 45-60 days and an intercession will be 15-20 days. The year is still approximately 180 school days, with around six to eight weeks for summer break.

Year-round school, more appropriately called the balanced calendar, has many positive features. According to the National Education Association, the balanced calendar has proven effective in reducing the "summer slump," where students forget the skills and information learned in the previous school year.

As well, the balanced calendar, especially one using multiple tracks where half of the students are on break and the other half are attending classes, reduces waste in schools. By having the building in use almost all year, the cost of securing the building from vandals is decreased. Damage that comes with leaving a building empty for long periods of time, like deterioration, is less likely to occur.

Perhaps most importantly, the balanced calendar also provides flexibility for disadvantaged students and families. The EdAdvocate, an organization devoted to studying and reforming educational practices, has found evidence of higher graduation rates in school districts that operate on a balanced calendar.

During intercessions, struggling students can work with tutors and teachers to catch up on material more easily than on a traditional calendar. Not only that, but the decreased downtime between school years is helpful for those who struggle with their home situation, whether that be lacking in meals, mental stimulation or emotional safety.

However, the traditional calendar has benefits as well. The Ca. Department of Education cites the traditional calendar as helpful for renovating and repairing school buildings, as the lengthy time when the buildings are not in operation allow for safe construction.

Another common gripe with the balanced calendar is that summer vacation is shortened. The traditional calendar allows for approximately three months between school years, which, for those that can afford it, allows ample time for vacationing. And, if a school uses a multitrack balanced calendar, some students may be on break while their friends or even older or younger siblings are still studying, leading to scheduling conflicts.

Also, because most of the nation operates on the traditional calendar, scheduling sports games, standardized testing and other multi-district events is easier on the traditional calendar.

Time for teens to work summer jobs is also longer than on the balanced calendar, though many students who hold jobs work throughout the school year anyway.

Though SACS is not currently debating a switch to a balanced calendar, the discussion about school scheduling is being had at both a local and national level. The option for year-round school should not be written off. Students, families and educators alike should research the pros and cons of both the balanced and the traditional calendar and consider these when voting on school boards and choosing school districts.

The public consensus, when compared to the results of year-round school, goes to show that opinions should be based on an understanding of a subject, not peddling of baseless myths and biases. The balanced calendar is not perfect, but, then again, what is?

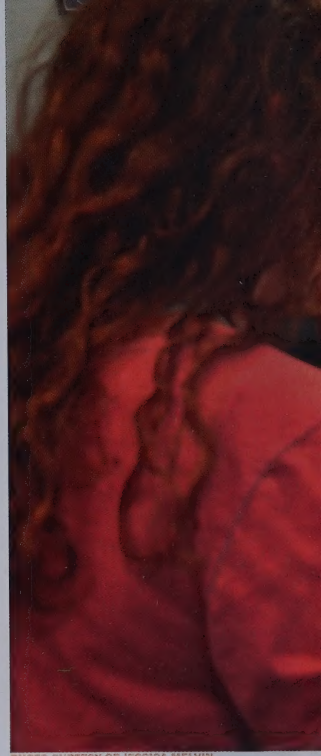
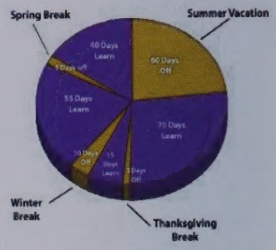
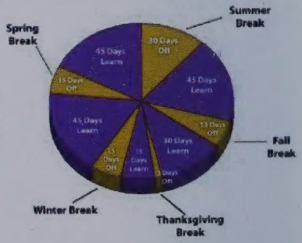


PHOTO CURTESY OF JESSICA MELVIN

Traditional Calendar



Balanced Calendar



Shown above are sample calendar breakdowns from the National Administration for Year Round Education.

FAST DEFINITIONS:

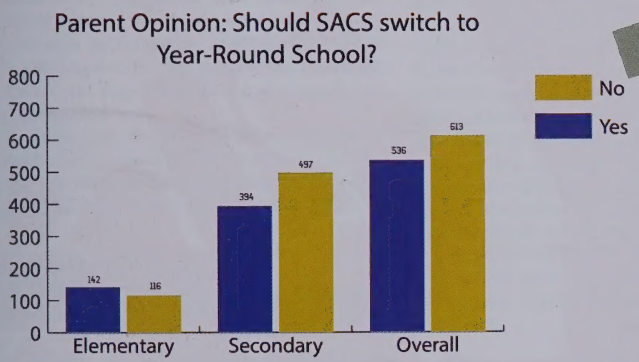
Traditional calendar : *the calendar that SACS uses ; August through May with short seasonal breaks and a long summer*

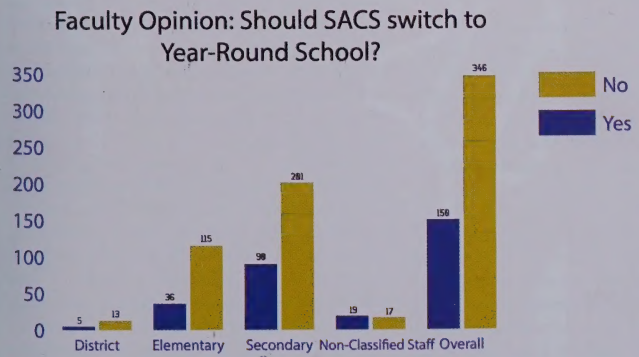
Year-round school : *180 days of schooling stretched out over the entire 365-day year*

Intercession : *break-period*

Track : *a set schedule when certain students and teachers attend school*

Multi-track : *a staggered calendar split into multiple groups attending school at different times of day or days of the year*





Shown above are results of a district-wide survey about the school calendars (Source: Janet Todd)

What do they think?

Darren Drayer
English Teacher

I would prefer a balanced calendar because we would get more breaks during the year!

William Schweikert
Sophomore

Year-round school is a good solution because it eliminates the "summer slide" (when students forget information over the long break.) Also, it prepares us for a real job where you never get breaks.

Sara Wyss
AP World Teacher

The fall extra-curricular schedule begins in late July or early August. Many students, teachers, and coaches are back to school by the end of July because of the extra-curricular schedules. Consideration should be taken regarding AP classes and test schedules because those tests are taken in May. If you lose two weeks for fall break, two weeks for winter break, and perhaps two weeks for spring break there would need to be an adjustment for the pacing of the class to allow time for covering the material and review.

My concern with a balanced calendar is with the pacing of the AP classes and the set schedule of the testing for AP credits.

~~FREE~~ SPEECH

LAUREN BERTA
News Editor

Recently, it has become important to know what rights students do and do not have when they enter the school building. This school year, students have tried to exercise their right to protest and their right to freedom of speech; however, these students have faced consequences for their actions. Now, more than ever, it is important to know what rights students actually have.

All of our rights stem from the Constitution, in particular, the Bill of Rights and the other amendments. One of the most well-known amendments is the First, which guarantees freedom of religion, speech, press, peaceful assembly and petition. Every citizen of the U.S. gets these rights, but there are special exceptions for minors.

Schools have legal obligations to educate minors, but they also have the responsibility to protect them. Sometimes these responsibilities conflict, creating gray area where students are unsure of what rights they actually have in school. Each case where students feel their rights are violated, is a balancing act of students' rights to free speech and the school's legal responsibilities.

TINKER V. DES MOINES

The 1969 Supreme Court case Tinker v. Des Moines Independent Community School District has set a precedent for student's free speech rights. In the case, a group of students wore black armbands to school to protest the United States' involvement in the Vietnam War. As a result, the students were suspended. Their parents sued the school system, claiming the school was violating their right to free speech. At the Supreme Court, the justices decided that the armbands were free speech and suspending them had violated their constitutional rights.

Justice Abe Fortas wrote the famous line, "It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."

BETHEL SCHOOL DISTRICT V. FRASER

Despite Justice Fortas' decision that students still have their rights in school, a student's constitutional rights can be limited if their actions are interfering with another person's rights. In some cases, students' right to receive an education trumps a few students' right to free speech. The Supreme Court set a precedent for this in Bethel School District No. 403 v. Fraser. In this court case, a student gave a speech at a school assembly that included what the school deemed to be lewd or inappropriate language. The school suspended the student for language which "substantially interferes with the educational process." The court ruled in favor of the school and decided that the school did have the right to discipline the student. The court drew a distinction between the armband featured within Tinker v Des Mois, which was understood to be non-interruptive political speech, and the inappropriate joke the student made at the assembly.

HAZELWOOD SCHOOL DISTRICT V. KUHLMEIER

Another Supreme Court case that limited students' right to free speech was Hazelwood School District v. Kuhlmeier. In this case, Kuhlmeier, the school principal, censored two stories from the school newspaper. The students sued on the grounds that their First Amendment right to free speech, in this case freedom of the press, had been violated. The court ruled in favor of the school principal, saying that the school does not have to support certain types of speech. The court also said that since the newspaper was a school sponsored publication, distributed to the school's students, the school could reserve the right to censor it to uphold the shared values of the community. The First Amendment right to free speech was not abridged as long as the censorship was "reasonably related to legitimate pedagogical concerns," according to Justice Byron R. White. Pedagogical means relating to teaching, so the phrase Justice White used here, "pedagogical concerns" is one element where teachers and administrators draw their authority to regulate students' freedom of speech.

NEW VOICES ACT

While the Hazelwood case established schools' authority to censor students in areas of journalism, many states have created laws limiting their ability to do this. One law, which exists in various forms within 13 states, is the New Voices Act. This legislation makes it harder to censor student journalists. It limits censorship to cases where the student speech is "libelous, an invasion of privacy or creates a 'clear and present danger' or a 'material and substantial disruption' of the school," according to newvoicesus.com. The New Voices Act has not been passed in Indiana as of yet, but has been proposed three times in the state legislature. It will be up for vote again next session and might change what powers school districts have over students' free speech.

DRESS CODE

Another element of the Hazelwood case is the phrase "legitimate pedagogical concerns" which has been used to justify different rules and pieces of legislation since. One example of this is in the dress code. Students who ask a teacher or administrator about why certain types of clothing are prohibited, might get the answer: 'It's disruptive to the school environment.' Both the Bethel School District case and the Hazelwood School District case established a precedent for this supposition, both favoring the school district. At first Tinker v. Des Moines might look like the exception because it favored the student, but if you look closely it also gives certain liberties to the schools. While the decision itself sided with the students, the majority opinion of the court, lays the groundwork for cases where the court would not side with the students. Fortas specified that the schools could suppress speech as long as they could prove that the speech would interfere significantly to the operation of the school.

With the example of dress code, the school can regulate how students dress if it detracts from the learning environment. Many states have laws that allow school boards to make dress code rules. That being said, if the school could not prove that the clothing substantially affected the work environment of the school, then there could be grounds that a student's free speech is being limited. Modern day dress codes, including rules prohibiting things like cleavage, midriffs or leggings, have not been addressed by the Supreme Court to date.

UNPROTECTED SPEECH

According to the Supreme Court, in Tinker v. Des Moines, the speech was political speech deserving of protection, but the speech in Bethel School District v. Fraser was not deemed political speech and not deserving of protection. In the Hazelwood School District v. Kuhlmeier case, the speech was not protected. These cases establish that the Supreme Court has the right to define what speech is protected and what is not. The types of speech that are not protected by the First Amendment fall under certain categories. Most people know that child pornography, speech violating copyright rules, defamation (lying to harm someone's reputation) and perjury (lying under oath in court) are illegal, but other areas include: obscenity, blackmail, fighting words (speech used to incite violence or to encourage the audience to break the law) or threats. All of these are instances where free speech does not apply, but for anybody under the age of eighteen, the rules on what they can say are even stricter in a school setting.

MORSE V. FREDERICK

An example of 'fighting words' in a school setting is Morse v. Frederick. In this case, a student held up a banner with the words "Bong Hits 4 Jesus" at a school sponsored event. The school suspended the student for ten days. The student sued because the school violated his First Amendment rights. The Supreme Court ruled that the school could suspend the student because the message encouraged the use of illegal drugs. The message did not qualify as political speech and was therefore not protected. The court upheld the school rule prohibiting students from displaying messages in support of drug use as constitutional. In this case, the court established that the free speech rights of students of public schools are not as far reaching as the free speech rights of adults. While Tinker v. Des Moines did set a precedent for the protection of students' free speech rights, this does not always have to be applied to modern situations and new cases.

WALKOUT

Free speech was an important issue this year with the national walkout and its involvement of Homestead students. Students who walked out on March 14, a month after the Parkland shooting, did receive disciplinary action for their protest. While the walkout may not be strictly an expression of speech, it was a form of protest, and protest is protected along with speech in the First Amendment. But here is where students' constitutional rights collide with the restrictions on them as a minor. Minors are required to be in school by federal law, so in this area, the school can assert authority. Homestead students who walked out were given truancies, and were punished according to the normal punishment for a truancy. If a student had multiple truancies before the walkout or had received infractions before, then their punishment for the walkout truancy might be considerably harsher than someone whose walkout truancy was their first offense. Because these punishments had nothing to do with the actual speech or the nature of the protest (the endorsement of gun reform), the school is within its rights to punish the students for not being in class. Students who participated in the walkout felt like their safety was being threatened.

"I felt that it was the time to take action when students lives were endangered," Eilidh Drummond (11) said.

It was important to them because they could see the devastation guns caused in schools after Parkland.

"I wanted to bring awareness to the topic because no child or parent should worry about getting shot in a public place," Emma Gillam (11) said. "Whether you believe in completely getting rid of guns or just reform, they shouldn't have to worry about getting murdered in school. It is a terrible reality that we have to live with and we should confront the problem."

IN LOCO PARENTIS

When students were considering walking out March 14th, some people thought administration should just let students walk. At first this seems like a viable option, but there are some significant conflicts that prevent this issue from being cut and dry. Schools, including individual teachers and administrators, have what is called "in loco parentis." This is latin for "in the place of a parent." While students are on school grounds, the school has a legal responsibility to protect them as their parents would. This means punishing students as their parents would or restricting certain behaviors of which parents would not approve. In loco parentis is controversial because it does limit students' rights at certain points.

WHO MAKES THE RULES

The rules in the code of conduct for a school are approved by the school board. The school board annually reviews the handbooks for elementary, middle and high school. The school board also receives legal counsel so that the rules they make do not conflict with any federal laws or state statutes.

"The handbooks are the product of years of experience under multiple administrations, with alterations done to address new issues and updates," Meagan Milne, president of SACS Board of School Trustees, said.

Students can find the school handbook on the Homestead SACS page under 'Resources' and 'For Students.' As long as the rule coincides with the school board's policy, an administrative body has the freedom to create individual rules for their school. This includes dress code or cell phone policy.

"Things like attendance policies and consequences are mostly local unless designated by statue," Park Ginder, principal, said.

PRIVATE SCHOOLS

There is a distinction between public and private schools. The rights guaranteed to citizens in the Bill or Rights are what are called 'negative rights.' What this means is that citizens do not necessarily have the right of free speech, Congress is just prohibited from preventing citizens from exercising that right. Negative rights prevent the federal government from doing something to citizens. This can be seen in the actual language of the Constitution; the First Amendment begins with, "Congress shall make no law," or the Second Amendment when it says the people's right to bear arms "shall not be infringed."

A public school is one funded by the government and is technically government property, which means at a public school, the rights guaranteed to citizens in the Bill or Rights apply. However, a private school is one that is not funded by the government nor is it government property. This is why private schools can enforce a dress code--the Constitution provides citizens protection from the federal government only.

Lunch detention is held in the freshman academy. Students who break school rules sometimes receive lunch detention as a punishment.

PHOTO BY LAUREN BERTA

Top left: A student wears a black armband, similar to those worn by students protesting the Vientam War in the 1970s.
Bottom left: Zoe Moore speaks at a gun reform rally in front of the Allen County courthouse downtown.

Top right: A symbolic price tag was used by Homestead students on the anniversery of the Columbine shooting Apr. 20.
Bottom right: A student wears a hat worn by participants of the women's rights rallies in Washington, D.C.

Where you can get more information:

For Supreme Court cases go to **www.oyez.org** :

- -Free archive of all cases argued before the Supreme Court
- -Created by Cornell's Legal Information Institute
- -Includes case summaries, facts, constitutional questions, and decisions
- -Links to the majority opinion of the court, concurring, and dissenting opinions

For stories from news sites :

- -"How School Walkouts Test Student Rights And School Responsibilities" **NPR**
  - -NPR (National Public Radio) is a privately and publicly funded non-profit media orgnaization.
- -"What are the limits to free speech in schools?" **The Conversation**
  - -The Conversation is an independent, non-profit media outlet. Its content comes from verified academic research.

Michael Spanjer

Former Editor-In-Chief

During advisory on my first day of high school, Mrs. Wenning told my class that the next four years were going to go by so quickly that we wouldn't even believe it. She explained how, before we knew it, we would have our caps and gowns, and be on our way into the next adventure of our lives.

It definitely was not that easy. But high school was a beautiful, complex, exhausting journey, and I loved the majority of it.

I've learned that I can accomplish more than I initially think, as well as the importance of caring for myself before caring for my grades. I've gained incredible friendships, a greater work ethic and more courage in social situations than I ever thought possible.

I can't exactly pinpoint a time in which my anxiety over speaking a word to anyone except my closest friends morphed into conversations with strangers. I do know, however, that the transformation stemmed from parents who encouraged me to use my voice and teachers with enough confidence in me to give me roles that allowed me to grow.

It was a couple days after my 15th birthday that Miss Eid pulled Kaylee Yanovich and me into her office during our Journalism I class and asked us if we would be willing to join the Spartana staff next semester. She laughed at the excitement on my face. I was so honored to be part of the team that produced what was then the school newspaper, before we decided to adapt it into a magazine format. With every issue since then, even the ones with a hundred little mistakes, I've felt such pride as I hold in my hand pages that started as a blank spread on InDesign.

From Poptart videos to beginning-of-the-semester parties, Spartana has been such an enjoyable part of my high school experience. The people I've met through it are some of my favorite people. These are the people who share my passions, the people I can depend on and the people with whom I've grown so close. Along with the staff members, Mrs. Nowak has played such an instrumental role in encouraging my improvement in journalism and in general.

Looking back on every lunchroom conversation, every essay I turned in at exactly 11:59, every time a substitute teacher called me "Michael," it feels surreal that it's all coming to an end. I'm overwhelmed with excitement and bittersweet nostalgia.

I'll leave you with an excerpt from a song I wrote for my friends, and everyone who has taken part in guiding me to where I am today:

Even when the seasons change
With all the lessons learned from age,
And our worlds move in ways we don't yet know,
You'll always be my starting place, my memories,
The hands that shaped the way I see.
I'll always keep the laughs that helped me grow,
And you'll always be my home.

Arika Akin

Former Editor-In-Chief

Look, I get it. My handwriting isn't good. My personal font, if you will, is borderline unintelligible. Unless I actually take the time to focus on Every. Single. Letter, everything blurs together into a loopy and spiky mess. Over my years at Homestead I've gotten quite a few comments on it - most of them well-meaning. They seem to center around the fact that my signature could be best described as two very large cursive A's followed by some squiggly lines. My in-class essays are another point of contention: even I sometimes have trouble distinguishing my a's from my c's from my e's (the word "acceptable" is a nightmare).

Have I made efforts to change how I express myself through writing? Somewhat. Like most other essentially non-essential endeavors, I've pushed off improving my handwriting for upwards of four years. Other things that I have pushed off include: aerial yoga, making creme brulee, dyeing my hair, and writing a drug expose for the Spartana.

Has avoiding doing these things had a detrimental impact on my high school experience? Probably not. There's really no way to tell what impacts my non-controversial decisions would have had if I had made them. It's not like I was scared of the consequences or anything - no one's going to judge me for making creme brulee.. They're just little things that I've come to regret not committing too, simply because I was too lazy to do so.

Basically, what I'm saying is that the most important thing that you can do while in high school is take (small, non-life altering) risks and make mistakes. Dye your hair, take classes that you're interested in even if no-one you know is going to be there with you (I didn't know anyone also taking Journalism I when I decided to do so, and joining the Spartana was one of the best decisions that I made), go kayaking, have fun!

Your bad decisions aren't going to haunt you, your "I wish I had's" will.

I always thought that it was pretty dumb when people told me that high school would fly right by because, geez, didn't they realize that I still had three years to go? Three very long years filled with classes that would tear me down and group projects that would drag on for far too long.

For about three years and two months this was true. Classes dragged by, and the highlight of every school year was the wait for summer break. Last October, things seemed to speed up and haven't slowed down at all. It's hard to articulate what exactly losing track of time feels like, but as an example, I was still writing 2017 on papers well into March.

Now, on the eve of my graduation from high school, I have finally realized that I am running out of time, and will not be able to do the things that I want to do. I don't have the time I need right now to commit to actually getting good at painting my nails or learning shorthand, and according to my dad, my free time is going to decrease dramatically when I get to college.

The one thing that I wish I did during high school is commit to the little things that could have made my life better.

Finals Schedule

Fri. May 25

Period 1 7:45-8:38
Period 2 (EXAM) 8:44-10:14
Period 3 10:20-12:01
A Lunch.....10:14
B Lunch.....10:41
C Lunch.....11:08
D Lunch.....11:35
Period 5 (EXAM) 12:07-1:47
Period 6 1:43-2:35

Tues. May 29

Period 1 (EXAM) 7:45-9:15
Period 3 (EXAM) 9:21-10:51
Period 4 10:57-12:38
A Lunch.....10:51
B Lunch.....11:18
C Lunch.....11:45
D Lunch.....12:12
Period 6 (EXAM) 12:44-2:14
Period 7 2:20-2:35

Wed. May 30

Period 4 (EXAM) 7:45-9:25
Period 7 (EXAM) 9:31-11:11